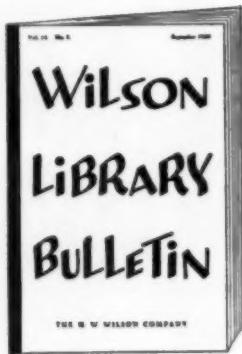


# School Activities

October 1939

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# School Activities

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OCTOBER, 1939

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## As the Editor Sees It

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"Curricular Spree: Twelve Picked to Take Every Course at Oglethorpe in 6 Years," runs a headline in *Newsweek* for September 11. Bachelor's degree in two years, master's in three, and at the end, in 1945, the ability to teach "competently" every class at Oglethorpe. Says President Jacobs, "I want to turn out boys qualified to be President of the United States. . . . I want them to be able to look any man in the face and tell him to go to hell."

We wonder: (1) if brilliancy of intellect is the only, or even an essential, qualification for the successful Presidents of these United States; (2) if the ability to tell a man to go to hell cannot be developed without such an intensive academic training; (3) if the gorging of a mass of information produces a college professor; and (4) if this program is any better than one in which these boys would be required to take every extra-curricular "course" in the catalogue in the six years. We doubt all four of these possibilities.

Frankly, we are exceedingly skeptical about such high-pressure, book-wormish, lesson-getting educational ideals. And we are sincerely sorry for the boys who enroll in this program.

Elections to the Student Council at the South Bend, Indiana, Junior-Senior High School are patterned after the real adult events. Two major parties—"Student Action" and "Student Progressive"—four precincts, formal registration, election committees, party rallies in the auditorium, and two thousand votes cast on four borrowed voting machines. Educative and profitable? You guess!

It is easy for the teacher to judge the success or failure of her home room activities by the extent to which the students participate, that is, talk, discuss, raise and answer questions, etc. This is not a safe criterion of home room value. The home room is NOT a class in public speaking. The student who participates frequently may be learning relatively little, and the one who par-

ticipates rarely may be learning relatively a great deal. On the basis of at least a bit of observing, conferring, and corresponding, we are of the opinion that the average home room sponsor is doing a pretty good job of homeroom-ing. And we are certain that she unconsciously tends to underestimate her accomplishments in this field.

In your publications schedule why not organize for an annual "Student Anthology" of the BEST of local creative work, and abolish the plan of assigning space-to-be-filled by budding poets, essayists, dramatists, humorists, and artists?

"You might as well expect asparagus to grow in Death Valley as to expect good sportsmanship when equal meets equal on the field of athletics," states a writer in one of our national magazines. The term "connotes a goofy, sentimental, and unthinking approach to what, for lack of a better term, we call sports, all the while knowing that there is precious little sport in it. . . . Officials are there because there isn't any sportsmanship between the various contestants. . . . The important thing is victory."

Pessimistic, with a little truth (and a lot of sales appeal), but after some little playing and officialing, we rate it a great exaggeration. We are still willing, despite occasional examples to the contrary, to designate "training in good sportsmanship" one of the valuable outcomes of interscholastic athletic competition.

Many schools engage outside talent for their assembly programs and then charge a small admission fee to meet the expense. This, of course, prevents the attendance of those students who, for one reason or another, cannot raise the necessary fee. There is no justification whatever for this practice. If the program is educationally valuable it is a legitimate expense of the school; if it is not educationally valuable, school time cannot legally be expended for it.

# A Model-City School Government

PUBLIC schools of today are facing problems of such variety and extent as the pioneer age never dreamed. Crime abounds. Death by accident lurks on every street and highway. Even the home, long thought of as the supreme place of security, statistics reveal as a place of unconscionable slaughter and maiming. Health, once the hereditary strength of the pioneer day, now finds itself hazarded by slums and overpopulation, unemployment and undernourishment, narcotics, and overstimulation. The machine age has exalted property and belittled humanity, so that in an age of potential plenty, millions are denied even the right to work. Through all the climaxes and anti-climaxes of these complex situations the very democracy of America seems slipping away from its people.

The solution of these problems can come only through educational means. The public school, as the chief educational agency of the people, comes face to face with the staggering fact that the public demands of its agent that it should assume its share of responsibility in seeking a solution to these wrongs and dangers.

Schools and other agencies have long sought to teach morals and ethical conduct. Of late years an increasing number of educators have sought to emphasize the simple psychological conclusion that such habits are acquired not by precept but through practice. For example, any four-year-old child can be shown in a minute that crossing the street against the traffic light is dangerous. Similarly, he can be shown almost as easily that lying is wrong. But the fact that he recognizes danger or wrong is no guarantee that he will avoid either. On the contrary, he may court it. A long process of experience must come before he will form the habits that cause him to shun the evils.

Any system of training that will substitute good citizenship for crime, safety for hazard, healthful conditions for harmful, living for making a living, democracy for dictatorship and dependency must do more than tell how to act. It must require action, action that results in persistent doing until good habits are established. To attempt such a system of training is to assume a large contract. But if the school is society's agent for maintaining its own stability, then certainly the school must of necessity accept its responsibility.

The elementary school has the child during the most formative years of its life. It, therefore, is the school that should initiate the attainment of habit-forming activities. As a

FRED M. CALKINS

Principal, John Marshall School,  
Albuquerque, New Mexico

step in this direction, the John Marshall School has been organized as Marshall City.

Marshall City is an effective agent for co-operative action within John Marshall School. It provides democratic action through a commission form of government. Provisions for a referendum make it a pure democracy in establishing fundamental laws of school government. It has no written constitution or by-laws. In any situation the rules of common usage, common courtesy, and fair play govern the action of its commission and of the student body as a whole.

So day by day Marshall City presents a course of training, aiming generally to instill in its citizens a sense of responsibility for their own welfare and a sense of justice toward others. Specifically it offers practice in healthful living, safety, law making, and law observance. The Marshall City program consciously directs attention further, to a respect for property rights, public and private. It also seeks to put the practice of friendship, neighborliness, and fair dealing in every-day living.

To carry out this program Marshall City has five departments consisting of the Safety Commission, the Police Department, the City Commission, the Health Department, and the Street and Park Commission.

These commissions are composed of representatives from each room in the building—grades one to six. Since there are ten such rooms, each commission is made up of ten commissioners. Each room then has five representatives heading the student government program. For the entire school there are fifty such leaders. These leaders are, generally speaking, the "cream" of the school. Pupils elected to these offices are more than popular leaders. They are popular leaders of the co-operative type, working for the good of the whole school. Should a representative prove to be of the opposite type, evidence of his failure is presented to his commission, the incompetent commissioner is relieved of his office, and another elected in his place. Through this method the representatives are always the best that the school affords. Five popular and co-operative representatives, in each room all working for the good of Marshall City insures a splendid nucleus in support of student government. Fifty such leaders throughout the school is an effective stabilizer in a school of 450 pupils.

The conduct of these various commissions is regulated and co-ordinated by regular weekly meetings for each commission. This is accomplished through a commission meeting daily. There being five commissions, the plan works in well with the five-day school week. Each commission has a specified day and hour for meeting. For instance, the Safety Patrol meets on Monday, the Police Commission on Tuesday and so on. In this school the half hour immediately following the noon recess has been set aside for the conduct of commission meetings.

Each commission has its respective duties. The Police Department is an enforcement agency assisting the other four commissions. The other commissions have specific responsibilities. The Safety Commission naturally devotes its attention primarily to the safety program. The Health Department is concerned with health and cleanliness. The Street and Park Commission's field is the halls, playground, and washrooms. It is particularly concerned with the protection of personal and public property. The City Commissioners make laws pertaining to traffic in the halls, courtesy, and such other matters not covered by the other departments.

The laws for the government of Marshall City are initiated at the first commission meeting at the beginning of the year. Each commission at its first regular meeting draws up a set of laws. These are then taken by each representative to his respective room, where they are voted on. Every person in the building votes. When accepted by a majority of the students they become the laws of Marshall City. Laws may be amended or new ones made in a similar manner as the need arises.

The interpretation and enforcement of the city program and its co-ordination is effected through the daily meeting. At the hour of meeting the commissioners meet in the school office, with the school principal. The latter checks to see that each room is represented. He then asks, "What business have we to come before the commission?" Commissioners may then present any matter of school welfare that may be pertinent. The work of the particular committee in session receives first attention. However, the work of the commission need not be confined to its own sphere. Any need of the city may be presented. For instance, the Safety Commission may have its attention called to paper littering up the hall or yard. While this is primarily the work of the Street and Park Commission, the Safety Commission may call the Street and Park Commission's attention to its neglect, or it may take other action to see that the situation is corrected.

The commissions not only make laws and enforce them, they frequently act in a ju-

dicial capacity. If anyone is charged with violating any of the rules of the city, he may be brought before the commission for action. There he is told of the charge against him. Witnesses may be called. The offender can present his case. After the hearing, he is sent from the room, his case is discussed and if the charges are substantiated the commission (with the principal as counsel) fixes the punishment. Punishment is never corporal and an effort is made to have the punishment fit the case. For instance, some one who throws rocks may be compelled to pick up rocks at recess for a period of time; a violator may be put on guard to warn others against breaking the rules he broke; sometimes an apology is required, etc. The offender is called in after the commission meets as a court, and one of the commission members tells him what his punishment is to be.

Care is exercised in conducting the court, although the procedure is quite informal. The members of the commission are not grouped in any set way. The principal and others question the accused as they see fit. The intent of the procedure is to induce the defendant to feel that he has violated the rules of his own society which he himself helped to make. If he can be made to feel that his companions disapprove of his actions, the result is more satisfying than if he feels he is facing a court. Too much emphasis on court procedure may develop a martyr complex or an air of bravado.

The report of all commission meetings is published in the form of a daily bulletin. The daily meeting and bulletin form the heart of the entire government. The principal makes a hectographed copy of the committee proceedings. Each representative gets a copy, which he carries to his room where it is read or posted. Each commissioner keeps a file of his commission's bulletins in some place where they may be referred to at any time. Any one pleading ignorance of any law may be directed to any particular bulletin dealing with the question in hand.

The daily bulletin may contain more than items of government. News items of general interest such as results of athletic contests, announcements or information for parents may be included. Such items tend to maintain interest in the bulletin. Announcement through the bulletin often saves the necessity of a teachers' meeting, or may save class interruption later.

The bulletin is the co-ordinating agency of all the various departments. It develops an administrative policy for the entire school. It makes the work of the entire school consistent and persistent. It adds authority to the teachers' announcements. Any group or any teacher

(Continued on page 70)

# Intramurals in a Small High School

EACH year that passes finds an ever growing intramural program in the schools of this country. From the old policy of letting the pupils take care of their own leisure when they were not busy with "chores" we have come to see the wisdom and great possibilities in supervising their leisure.

The increase of wealth and the high standard of living, which has characterized the United States since the opening of the twentieth century, has caused a rapid growth in high school enrollment. In the regular athletic activities this increase in school enrollment has caused the energy and time of the instructor or director to be devoted exclusively to the most promising students in each field, while those who are average or below average in ability are neglected or entirely overlooked. Progressive high schools have now organized their activity program on a point basis as a method of encouraging participation on the part of the student body.

With the development of city life and increase in leisure, we must look to intramural athletics to furnish the needed healthful and recreational activities. Because of this great need and opportunity, it is the duty of the schools to furnish as wise and as thorough a program of intramural athletics as possible.

## A. Justification of Intramural Athletics.

Inter-school athletics have failed to serve the needs of the millions of students who are enrolling in the high schools.

The Carnegie Foundation for the Advancement of Teaching in their Bulletin No. 23 makes the following statement:

"—athletics have upon the nation a direct physical effect that justifies not alone their continuance, but also their encouragement and further development, especially in their intramural phases."

1. Health
2. Citizenship
3. Worthy use of leisure time
4. Ethical character
5. Leadership—followership

## B. Scope.

The entire student body, both grade boys and girls and high school boys and girls, are taken into consideration for all are housed in the same building. Pupils are not forced to participate, but guidance is used to teach them the importance of taking part in some form of athletics. The "turn out" at Grain Valley has always been almost 100 per cent.

The principal (who is also the physical education director in this school), the grade teachers, and the high school girls' physical

NOEL WILKINSON

Principal, Consolidated Schools,  
Grain Valley, Missouri

education director acting as a committee, decide what sports it will be feasible to offer. The pupils are divided into three groups—the four lower grades, the four upper grades, and the high school. The individual pupils of each group state their first, second, and third choice from a number of sports. From the students' selection the committee of teachers decides definitely the ones that will be offered. The lower grades are offered the largest number. The upper grades are limited to two sports per season, one for the boys and one for the girls. The high school is also limited to two sports per season, one for the boys and one for the girls.

## C. Objectives.

The committee on intramurals at Grain Valley tries to follow such objectives as the following:

1. Mitchell's Intramural Athletics
  - a. Recreation
  - b. Social contacts
  - c. Group spirit
  - d. Better health
  - e. Permanent interest in sports
  - f. Development of varsity material indirectly
  - g. Bodily prowess
  - h. Scholarship
2. Five of the Seven Cardinal Principles
  - a. Health
  - b. Citizenship
  - c. Worthy use of leisure time
  - d. Ethical character
  - e. Leadership
3. McKown's Extra-Curricular Activities
  - a. Physical values
  - b. Recreational values
  - c. Educational values

## D. Organization.

The controlling body is made up of a committee of teachers as has been previously mentioned.

The lower grades are organized into competitive mixed groups of boys and girls. The two lower grade teachers sponsor these groups. The upper grades are divided into two groups of boys and girls. Each group is divided into as many teams as possible. The high school boys and girls that wish to coach grade school teams are asked to report to the intramural committee. From these names the committee picks boys to coach the grade

boys' teams and girls to coach the grade girls' teams. The high school girls are divided into as many teams as possible and the high school boys are divided into as many teams as possible. The girls' physical education director sponsors all high school girls' teams and the principal sponsors all high school boys' teams. Each high school team elects its captain and co-captain who direct and manage that particular team.

Sports are participated in according to season.

#### E. Program of Sports.

The following sports are the ones that have been most often chosen:

##### Fall:

High school boys play soft ball.

High school girls play tennis.

Grade school boys play touch football.

Grade school girls play soft ball.

Lower grades play marbles, horseshoes, and play-ground ball.

##### Winter:

High school boys play basketball.

High school girls play basketball.

Upper grade boys play basketball.

Upper grade girls play basketball.

Lower grades play indoor horseshoes, foul throwing, and kitten ball.

##### Spring:

High school boys play baseball.

High school girls play tennis.

Upper grade boys play baseball.

Upper grade girls play soft ball.

Lower grades play marbles, horseshoes, and play-ground ball.

#### F. Methods of Organizing Competition.

The upper grades and high school are divided into four groups—grade boys, grade girls, high school boys, and high school girls. Each group plays a double round robin with final standing given on percentage of games won and lost.

The lower grades use the cumulative method whenever possible. The competition in each event is by the entire team. Members of each team are numbered consecutively from one. Number one from each team competes first in each event. Number two takes up where number one leaves off, number three takes up where number two leaves off and this is continued until all have competed. The sum total of all members on a team is their final score.

#### G. Rules and Regulations.

The only scholarship restriction is that the pupils participating must be undergraduates and in attendance.

One individual may play on only one team per season, but he may take part in three different sports in one school term. There is no training required for any certain sport.

If one team is unable to play at its allotted time, a forfeit is made unless said team can

prove its justification in being unable to take part because of illness of members or death in the family. In case of unavoidable absence postponement is made.

#### H. Awards.

First and second place ribbons are given to individual members of the two highest ranking teams in each season—fall, winter, and spring. Points are determined by the teams' final standing in the double round robin and the double elimination tournament. The lowest team in the double round robin receives one point, the next highest team receives two points, and this is continued until each team receives its respective number of points. This same plan is used for the final standing of teams after the double elimination tournament has been played.

#### I. Administrative Problems.

All equipment is furnished by the school except the pupils' shoes which they must furnish themselves. This equipment is the same that is used in interscholastic athletics.

The equipment is financed from interscholastic athletics' gate receipts and from the gate receipts of the final games of the intramural tournaments.

A sportsmanship campaign is staged each year by talks given in assemblies by faculty members and students. This is done in order to keep down too much competition between teams.

Records are kept in the office of the standings of the teams, members of the individual teams, and their reactions and contribution.

## The High School Contest Club

MRS. HARRY S. MILLER  
Kingston, New York

Everybody is interested in contests. The radio has been able to capitalize on this fact; so has the magazine publisher. Advertisers have found no better way to get attention.

Contests are a study in themselves. Behind every contest, whether it be one for slogan, name, letter-writing, or answers-to-questions, is an interesting story. Behind the whole business of contests is a thrilling study of psychology.

There is a right and wrong way to engage in contests, to compete for the prizes and honors. Winners do not just happen. Students will enjoy and profit by finding out how winners managed to win.

All of these facts open the way for a high school contest club. Such a club will find many things to do, all of them interesting and educative.

Contests for the school are in order always. Slogans often help. Yells that are really good  
(Continued on page 61)

# Is Citing of Character Traits Desirable?

**A**N ARTICLE appeared recently in SCHOOL ACTIVITIES recommending the adoption of a form of recognition for character traits observed in students. The scope of traits was noteworthy in its entirety and explicitness, but the method by which the author proposed to arrive at and inculcate such traits fell somewhat short of sound and logical pedagogy.

In the first place, devices such as citation rolls or any posted commendation, for that matter, are at odds with the current educational practices and procedures. Such methods and devices have been outlawed and have been stamped as being extrinsic; and, by this same token, only temporary. One can readily see the inadvisability of citing various pupils for various traits of character.

Posting names which have evidenced some noteworthy trait does not inspire others to follow. We do not habituate desirable traits by having those traits pointed out to us in others. We do not learn by another's participation and subsequent recognition. We learn only by actual self-practice. In a citation roll set-up what opportunities are given the pupils to practice and thus habituate these traits so that the culminating results are not just "9:00 to 4:00 character"?

What does it profit a child to be cited for housekeeping or dramatic ability if his is not an integrated personality? His growth will be skewed in one direction, which direction is unimportant in relation to the more fundamental traits which must become a part of a well-rounded, desirable individual. Does this child evidence desirable attitudes and habits when he gathers together a group of his peers to throw mud balls at an opposing athletic team? Is his citation for housekeeping entirely logical when he greets the opponents' coach with a "Hi, Cox"? Is his behavior worthy of commendation when he pilfers a car used to convey his opponents to the scene of the tournament and hides the contents out of a distorted sense of fun and amusement? Does a child deserve a citation for enthusiasm when he is the very epitome of disrespect to his elders?

The entire motive of the citation roll seems to be a trifle unbalanced. It does not offer a means of developing desirable qualities, but merely for publicizing those qualities which are present anyway, and which would, in all probability, exist and continue to exist even if no recognition were given. Is it a democratic procedure to cite Pupil No. 1 for marked music ability when he comes from a family of more than moderate circum-

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*Denver Public Schools,  
Denver, Colorado*

stances, a family that can afford tutorship of the very best? Is it not a type of class distinction when the star elocution pupils and the star music pupils are cited for their abilities, while the less fortunate who may possess latent talents but who have not reaped the advantages of a swollen pocketbook go unnoticed? Is it a wholesome procedure to cite the self-confidence of a pupil who comes from a family having all the attributes which make for self-confidence: social prestige, lineage, wealth, heritage, when a child of an immigrant laborer has had all the confidences wrenched from him by a taunting neighborhood and an impoverished home characterized by domestic discord?

One of the foremost tenets of a sound democracy is the abolition of rivalry as a means of producing interest and effort. Rolls and extrinsic devices have only rivalry and personal glory and gratification as their goals. Do we not refute the premise that "every activity to be worth-while must carry its own reward" by providing rewards in the form of a citation roll? It does not benefit the group to have Pupil A arise at 4 a.m. to deliver papers if it is only to have a gold star beside his name, and if the procedure ceases with the closing of the school doors in June. These devices all have personal advancement as their aim and objective. Is this not de-emphasizing the good of the group for a rather selfish personal advancement?

How much better would it be to develop a system of teacher-child guidance by a well-developed system of counseling. Teachers, for long, have kept themselves aloof from the sphere of the child. The big bully who constantly pulls little girls' pigtails, who breaks up the smaller boys' games, and who taunts and teases the smaller members of the group, will not be brought around to a finer sense of social conduct by the citing of a fellow classmate for leadership and co-operation. Do we of the adult world follow the example set for us by the Pope Piuses of our world because of the fine publicity they receive?

Much better and more permanent results are obtained by talking face to face with the child on his own level, sympathizing with him, understanding his side of things, probing the reason for his belligerency, and arriving at his stating a satisfactory standard of conduct. Won't the child reap benefits and rewards

enough by his acceptance into a group through his conforming to its standards and through rectification of his past pugnacious attitudes? This can be arrived at by an appreciation of the child's problems, by heartfelt, sincere conversation with him, by a true interest in his welfare.

Numerous examples could be given in which counseling has proved its merits beyond all possible attainments of the award system. Pupil X is a Swedish boy who has spent a large part of his life in Sweden. The Swedish language is spoken almost exclusively in the home, but he had a decided sense of inferiority because of his slight imperfection of speech and his foreign-speaking background. To offset this, he developed a superficial hardened exterior. He sought for attention by breaking every law set up by the student patrols and courtesy squads. Teacher No. 1 fought with him constantly, deriding him before his classmates, scolding him at every infraction of the rules. Result, Pupil X became more belligerent than ever. The next semester Teacher No. 2 attempted to overcome the undesirable traits by sincere conferences. She talked to him on his own level, as mother to son, or child to child, rather than with an authoritative and dictatorial air. She allowed him to help her draw the shades, put the room in order, put up the chairs. She praised an exceptionally fine piece of work. Result, the boy was a transformed creature within three weeks. The rest of the school hardly knew him. Teacher No. 1 wouldn't believe that the precise, neat arithmetic paper was really his. Not once has Pupil X exhibited the undesirable traits which merely covered over an innate sense of inferiority.

Pupil Y was the spoiled, pampered darling of over-indulgent parents. He sought the lime-light consistently. He bought his way into the favor of the group by a more than liberal allowance. Constant bickering when his ideas were opposed was a characteristic of his nature. He was developing obnoxious traits which made him quite unpopular. In no time at all, Pupil Y was mending his annoying habits by his knowledge from a pupil-teacher conference, that he was being censured by the group. This was especially noted by him when the group frowned upon him in sincere disapproval for his antics when the teacher was absent from the room. The class had been put on its honor and only Y had betrayed the trust. Soon his co-operation became so noteworthy that a member of the class piped out, "We like to have Y play with us now. He doesn't want to be the whole show any more." What seemingly miraculous transformation can be accomplished by the friendly counseling attitude of the teacher!

Pupil Z showed marked dilatory traits. Seldom would he complete an assignment. Several "Oh, gee, Z always spoils our room. He never finishes," from his peers spurred him on until now he finishes in record time, often going on to new and more advanced work before the others. Intermittent praise from both teacher and fellow classmates has transformed this child completely.

Thus, is not a remedial program for undesirable traits a more logical solution to character building than a mere citation for traits already present? The sympathetic teacher can accomplish great results by kind, understanding counseling and by an inspiring appreciation of childhood's reasoning and thinking and of childhood's own accomplishments.

## An Innovation for a High School Annual

BRICE DURBIN

*Superintendent, Burns High School,  
Burns, Kansas*

LAST year the senior class, as a guidance project, decided to try something new in annual building. It was suggested that the annual be dedicated to the alumni and that a section be given to the alumni and to what they had been doing since leaving school. The following plan was worked out:

1. A committee was appointed for the purpose of securing the addresses of all alumni. The total number of alumni was 475. Of this number ten were deceased. The students assigned this task secured the addresses of all but about five.

2. A questionnaire was devised for the purpose of securing information about each alumnus. The questionnaire asked for such information as: name in full, date of birth, names of parents, college or university attended, degrees received, occupation, name of husband or wife, home of husband or wife before marriage, number of children, where each lived since leaving high school and time lived in each place, and any other information that might be of interest to other alumni and people in this community.

3. The information from the returned questionnaires was arranged in the Alumni Section of the annual, similar to the method used in *Who's Who in America*.

4. The alumni were also asked if they wanted to buy an annual and given two plans for making the purchase. The first provided for cash with the order, the school to pay cost of mailing the annual. The second plan called for the annual to be sent C.O.D., and the purchaser pay all costs.

(Continued on page 82)

# A Liquid Air Demonstration in Assembly

**L**IQUID air never ceases to stimulate general student interest when used as material for the high school assembly program. In fact, equally good results may be obtained when the program is presented before adult groups.

Since the liquid is not a common substance, a brief account will be given of its preparation and properties. The first steps in the liquification process consist of freeing the air of all foreign materials and of pumping the clean gas into large heat-insulated holders. When a high pressure is reached the gas is allowed to expand and rapid evaporation liquifies the air. (This procedure is somewhat similar to the method used in the operation of the electric refrigerator.) Air in the liquid form is a colorless, odorless fluid. A mixture of this oxygen and nitrogen has a boiling temperature of approximately -313 degrees F. or, speaking in other terms, it is -300 degrees F. below the coldest day of winter in the north temperate zone. It is this coldness which makes liquid air such an interesting substance.

The fluid state cannot be maintained for any length of time under ordinary conditions, due to the low temperature. It must be stored, therefore, in an especially made thermos bottle known as a Dewar flask. In most instances the purchaser of liquid air must furnish his own container.

The science teacher should exercise care in selection of a storage flask, for there are many poor substitutes on the market. At the present time two kinds of vacuum bottles are obtainable, namely, glass and metal flasks. The former container is less expensive, but is easily broken. The latter type has the advantage of unlimited durability. One firm producing liquid air will rent a metal container for a fee of one dollar per day. For the small school this is probably the best method of solving the flask problem.

The size of the container should not be overlooked. Even in the best vacuum bottle obtainable, liquid air is continually boiling away. Since there is continuous evaporation, it is clear that the smaller the flask, the greater the loss. If the glass bottle is used, the experimenter should have not less than a two-liter size, which should be silvered to prevent further evaporation. With a vessel of the type described, the writer has procured two liters of liquid air the evening before the demonstration, and has had sufficient quantity to perform the various experiments the following afternoon.

A number of precautions should be taken

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in demonstrating liquid air. The experimenter should understand that the vacuum bottle cannot be sealed because pressure of the evaporating gas would break the flask; that rubber hose or any other object should not be inserted into the mouth of the container, since the great difference in temperature would explode the glass flask; that oxygen unites spontaneously with fats and in order to prevent explosion all utensils used in conveying liquids should be washed in carbon tetrachloride; that waste, coil, or oil should not be saturated with liquid air, as this material is highly inflammable; that the vacuum bottle should be washed out with the carbon tetrachloride before each filling, since grease and oil will accumulate on the inside walls of the container; that gloves should be worn in handling the various objects frozen with liquid air in order to prevent burns; that it is well for the demonstrator to procure two liters of the liquid and try out the various experiments prior to the first assembly program.

Other dangers lurk in this cold fluid. It has been mentioned above that liquid air is composed of nitrogen and oxygen. The former gas boils away more rapidly than does the latter; therefore, as the evaporation continues, the remaining mixture contains more and more oxygen which, as any science teacher knows, makes it highly explosive. One company is so cognizant of this fact that it requires the purchaser to sign a statement releasing the company of all liability for accident after the fluid leaves the compression plant.

The experimenter should procure a small 200 cubic centimeter flat dish for freezing articles used in the demonstration. A small tin box 4 in. x 2 in. x 2 in. will meet the requirement and is better than a beaker, since it eliminates the danger of breaking glass. In order to reduce the evaporation of the liquid air, the metal box should be placed on a piece of felt. The storage container should be kept on a support at a distance from the demonstration table. The teacher should pour the cold liquid into the tin container as the supply evaporates. It is safe to permit students to perform the experiments, but in order to avoid accidents the instructor should perform any combustion demonstration.

The two questions most commonly asked when this demonstration is given before assembly groups refer to the cost and the use

of liquid air. Relative to the first question, the cost is approximately one dollar and fifty cents per liter at the compressing plant. This is a special price given to educational institutions, and the instructor should mention his purpose when purchasing liquid air. The practical uses of liquid air will be given in connection with the following experiments.

#### EXPERIMENTS WITH LIQUID AIR

*Pouring over the Hand.* The fluid may be poured over the back of the hand if the cold liquid does not remain in contact with the skin for any length of time. The audience may wonder why the hand is not frozen. The method used to determine heat of an electric iron will aid in explaining this fact. One generally moistens the finger in testing the temperature of the iron. In this case the moisture keeps the skin from being burned. In pouring the cold liquid over the skin the film of air and moisture prevents the hand from being frozen.

*Pouring on the Floor.* The attention of the audience should be called to the effect produced when liquid air is poured on the floor or table. A great cloud of fog will be formed as soon as the liquid strikes the open air. This experiment shows how rapidly the fluid is changed into air and also brings to the attention of the student the rapidity with which the air moisture is condensed. It should be of interest to the audience to learn that this liquid provides a ready source of oxygen which is often used in submarines, planes flying at high altitudes, and in stratosphere balloon ascensions.

*Boiling Liquid Air on Dry Ice.* For this experiment the demonstrator should have a small two quart tea kettle and a five pound piece of dry ice. (Ordinary ice may be substituted.) The experiment is performed by placing the kettle on the ice and pouring about forty cubic centimeters of liquid air into the container. When the cover is replaced, the moisture condensed by the evaporating air will be forced out of the spout, giving the appearance of a boiling tea-kettle of water. The student is usually familiar with the coldness of dry ice (-78.5C). It is needless to say that this demonstration creates surprise and serves to give more than a textbook explanation of the meaning of absolute zero.

*Changing Grapes into Marbles.* A few fresh grapes, cherries or other small fruit will meet

#### A Leaden Bell Rings and Rubber Tubing Breaks like Macaroni



the requirements for this experiment. The demonstrator should fill the tin box described in the preceding section to a depth of about one inch with the cold liquid and immerse the grapes in the fluid. The fruit should be turned with tweezers so that complete freezing is achieved. When the frozen pellets are thrown across the floor the audience will be surprised to find that the grapes have been changed into marbles.

*Freezing Steak.* Obtain a piece of round steak free of suet and of such a size that it will lie flat in the bottom of the container. Put it in the liquid air bath and turn it over several times with tweezers. After it is entirely frozen place it on a glass plate. Quite frequently the plate will crack due to the extreme coldness. If the steak is struck with a hammer it will fly into pieces. This is a novel way of preparing steak that is sure to bring amazement from the audience.

*Making Rubber Balls Brittle.* The freezing of rubber never fails to create student interest. A hollow rubber ball may be used, since it is easy to break after it is frozen. Bounce the ball several times to show your audience that it is genuine. Pour plenty of the fluid into the tin container and immerse the ball, giving it plenty of time to freeze evenly. After several minutes throw the ball out on to the floor of the stage. It will break into pieces like an egg shell. The experimenter may freeze several of these rubber balls with the continued interest of the spectators.

(Concluded next month)

# Why Not a Circus Day?

EDVINA CAHILL  
900 Oak Street,  
San Francisco, California

**S**TEP right up, ladees and gentlemenn. See the marvel of the century—two centuries. See the stupendous, colossal, magnificent, and munificent feat of the little lady who hit a nail after fifteen tries. Science marches on. Just fifteen strokes. Step right—"

Barkers! Clowns! Costumes! It's Circus Day!

Fun galore, informality, color, and a jolly good time. Mothers, fathers, faculty, alumni, students, all milling about, enjoying themselves. Where? On the *high school grounds!* Why? It's *Circus Day!*

What's Circus Day? The answer to that question is also the solution to two seemingly fathomless problems. (1) How to get parents to take an active part in high school activities. (2) How to get fathers and mothers interested enough to leave their firesides, bridge tables, and what have you, to enter the high school building at least once before their offspring graduate.

With a little planning, you can inaugurate in your high school a Circus Day that will be a success. Remember to make it, however, primarily a student body affair with a reasonable amount of guidance and 100 per cent co-operation from the faculty.

Begin by outlining your plans.

#### PURPOSE

1. To make parents feel an integral part of the educational system rather than *intruders*.
2. To get parents to come to the school, perhaps to interest them in the P.T.A.
3. To give students another good time at school.
4. Finally, a side issue but an important one, to replenish the student body fund, or perhaps help out the budgets of various clubs.

#### OF WHAT WILL CIRCUS DAY CONSIST?

1. Dinner (admission by ticket only) and entertainment supplied by students.
2. A tour of the school. Meeting teachers and P.T.A. members.
3. Opening of circus grounds.

#### ORGANIZATION

1. **Publicity.** Keep in mind the fact that informality is the keynote to a good time. Carry out this idea in your publicity. Play up *all* the possibilities of a circus; they're innumerable. Literally plaster the halls with posters. Advertise in the school newspaper. Have students appear on that "day of days" in costume (they'll love it), and give highlight previews in the auditorium.

Invite parents, faculty, students, friends, alumni, neighboring schools. If you want to carry out a costume idea, specify that admission to the circus grounds is free to those

in costume, but a charge will be made for those without a costume. It doesn't have to be an elaborate garb, just something to take people's minds from everyday occurrences and propel them wholly into the "circusy" atmosphere. "There's something about a costume that is fine, fine, fine." If your guests have a sense of humor and are possessed of that old party spirit, they will co-operate.

Seek the co-operation of your parent-teacher group. It is invaluable.

Invitations should be novel. How about spotted giraffes cut out of paper so that they will stand up? Write the invitation inside. Clowns may carry invitations written all over their costumes. Fat ladies (made out of paper) may implore you to come to the party. The possibilities are endless, and not nearly so hard as they sound.

Mimeograph or ditto the invitations. Students will enjoy coloring them, each student wielding a brush and one color. Thus each invitation will pass for its particular color from one pupil to another with machine-like regularity. This plan eliminates continually cleaning brushes, and, consequently, saves time.

Be sure to enclose a R.S.V.P. on the invitations so you will know how many people to prepare dinner for. Insist that admission will be by ticket only. (This is done to safeguard yourself.) You might use this suggested form:

#### Admission Requirements:

1. A good appetite
2. Costume—the funnier the better
3. Good mood
4. Sense of humor, highly developed
5. Your admission ticket

Won't you come?

R. S. V. P.

#### DINNER

The first requisite of any dinner is that it should be good. Secondly, it should be of nominal cost so that everyone can attend.

Students will find it beneficial to enlist the aid of the home economics department. Perhaps (depending on the type of system your school uses) arrangements can be made with the regular kitchen staff to help pupils to find proper facilities.

How about serving the dinner? There are two possibilities—cafeteria style or table service. If the latter method is decided upon, make serving an honorary position. Do away entirely with the idea that certain students need the money and consequently are earning it by waiting table. Cafeteria style really works out better; it is more informal, eliminates the customary lull before things really get started, and minimizes waiting for service.

Remember to decorate the cafeteria in keeping with the circus mood. Here the art department can parade its ideas, as it can also with artistically decorated paper plates and napkins.

As diners enter, they should be handed programs (mimeographed) announcing the various affairs, also name cards to be pinned to their lapels so everyone will know everyone else. These name cards should be simple but clever, not plain pieces of paper.

Don't forget to have entertainment during the dinner. The music department generally can be depended upon to offer a program, but remember always to keep the "lighter vein" predominant. Clown dancers, dramatic club skits, impersonators, dancers a la Joan Davis—all well organized and planned—fit in exactly right.

At the conclusion of the dinner, a short, short, humorous speech by the principal, relative to a tour of the school will answer the question of "what's next?" The time taken by the tour will give students a chance to clean up the cafeteria and prepare for the opening of the circus grounds.

#### CIRCUS GROUNDS

Where will the circus take place? A large room, gymnasium, or electrically lighted yard will be satisfactory. Of course, if the affair is outside, the circus can be larger and the concessions more numerous.

Keep in mind, though, that a circus is not a circus without a *barker* and that a band is an excellent way to start things rolling.

The booths are very simple to make. Get four orange boxes; place two together on either side; nail a plank or long board across so that it connects the boxes. Thus you have the framework of a booth. The manual arts students can usually be counted on to give suggestions, and should have charge of erecting concessions.

It is a wise plan to contact your school supply companies, for probably they will accommodate with free prizes. Often local merchants will do the same for the publicity they will get. Charges at the concessions should be kept very low—no booth asking more than five cents.

A Circus Day is incomplete without a *fortune telling* booth. Someone who is adept at such work will oblige by dressing up as the "World-Renowned Seer, Madame Glass-no Tell."

*Gypsy card readers* also are apropos at such an occasion.

"Hammer the Nail" contests attract the crowds. Have nails partially driven into a plank (be sure the wood isn't too soft or this concession will go broke). Make your plans and rules for both men and women.

*Weight Guessing.* Have someone who "knows his stuff" to conduct this booth.

If the setting is outdoors, an old carriage made into a rickshaw (or an actual rickshaw) will "wow" spectators and coin money. Map out a regular itinerary of travel. Have students, dressed like coolies, draw the carriage about. The boys will be more than anxious to do it.

Booths where student-made articles may be bought are fine. This will be particularly interesting to parents who otherwise won't take an overly active part in the more strenuous activities. The Art Club will undoubtedly have charge of this project.

1. Christmas cards—hand made
    - a. mimeographed
    - b. block prints
    - c. photographs
    - d. screen spray
  2. Party invitations made up in groups of twelve.
    - a. Invitations for every conceivable type of party, with spaces left for time, date, and place.
  3. Mimeographed or block printed book plates. There is a great demand for these, especially among teachers. Appeal to their individual tastes. Have some book plates made up with the teachers' names already printed on them. This little trick of subtle flattery will cause the cash register to ring up sales much more often.
  4. Book covers.
    - a. Heavy paper, designed, shellaced.
    - b. Leather or other material
  5. Leather book marks.
  6. Block printed luncheon sets, bridge sets, or cock-tail napkins. (It is advisable to get orders beforehand for this type of work.)
  7. Telephone number tablets attractively designed. Oil cloth covers for telephone books.
  8. Crochet work. Can't you see the mothers gathering around here as bees do to honey?
  9. Clay figures and tin animals behind circus cage bars.
  10. Bone letter-openers. These should appeal to the principal and the workers in the office.
  11. The Manual Arts Club generally makes and sells book ends, door stops, and garden scare-crows.
- Financing these booths may be handled in several ways: 1. Outright donation by the makers of the materials. 2. Each club being responsible for the actual cost of materials, students donating work, half the proceeds go to club and half to general activity fund, or entire profits go to either club or the fund.

3. Students buying own materials, donating labor, and receiving from sold articles the cost of materials.

But a circus would lack "that certain something" without a sideshow attraction. How about featuring "Hulu Dancers Imported from Hawaii"? This may be a puppet show, or something more nearly real.

Some of the older dances should have their place also. The Virginia Reel, for example, will appeal to young and old alike. After a group of these "hot" steps, refreshments will be more than welcome. Remember that some of your public will not have attended the dinner, and so refreshments on the circus grounds will be eagerly bought. Home made lemonade and ales will often give you more of a profit than bottle drinks. However, this depends on the rates quoted you by local supply companies.

One attraction which is absolutely guaranteed is a *Parents versus Children* competition. A nominal fee is required for admission. Line up parents on one side of platform, students on the other. Fire questions via a method patterned after the old fashioned spelling bee. Retain the winners so that for a grand finale the winners of all the rounds will meet in a decisive battle. The winner of this round is then crowned "Champeen Speller" (or whatever the competition concerns) and presented with a tin badge or suitable insignia.

Ping-pong tournaments can be handled in the same manner, with the winner being presented with a trophy.

Also the best costume, funniest, etc., should be awarded prizes.

Tumbling class members, dressed in costume, can be the perpetrators of many laughs by their impromptu stunts on the grounds.

Who can blow up the balloon the quickest? Father? Mother? Son? Daughter?

Checker games which must be played in three minutes will attract the fond fathers. Winner is crowned "Checker King." Then there should be a final contest between the winners. At a designated time all winners of all contests should be presented awards. If your student photographers know their business, they will be on hand taking pictures.

Be sure to give your public 100 per cent entertainment for each copper spent. Experience has shown that the public is always interested in and buys what it deems good. Remember they are the judges; make your plans accordingly.

What about expenses? Usually lots of odds and ends may be obtained free from printing or paper-hanging shops. Children will be glad to co-operate by bringing things from home. You should charge enough for the dinner so that the cost of that part of the program should take care of itself. The mimeographed

invitations will cost practically nothing. Prizes, as mentioned before, are usually donated by stores anxious for the publicity.

Apart from the main purpose of getting parents to visit the school, this procedure also opens a vista for the pupil who thinks he can't do much because he isn't an "A" student. Give him a hammer and watch him "go to town." For that matter even the most bashful, backward youngster expands, figuratively speaking, to alarming proportions when dressed in costume. And so the student suffering from a mental lethargy begins to pick up, horizons are opening; he can do something useful.

Your Circus Day will give students invaluable experience in planning, selling, and meeting the public. It is one of the most beneficial methods of overcoming self-consciousness, in addition to obtaining personal satisfaction with the amount of financial proceeds. There will be specific, concrete learning in leadership and group training in co-operation.

Naturally, problems will creep up; students should be allowed to work them out for themselves, and in all probability will be perfectly capable of doing so.

Remember this plan depends upon the support of the people sponsoring Circus Day, not on the generosity of an out-of-the-goodness-of-my-heart-I'm-buying public.

## The High School Contest Club

(Continued from page 54)

are always needed—often to replace those that persist for no particular reason. A good school song may be crowded out by a better one, if an incentive is offered to people with talent. Usually some of the posters that are volunteered in response to a call are terrible. A contest will help to protect a school from its friends who have only a desire to be helpful but who have little talent or judgment to back it up.

The contest club will find a program of contests interesting. Limericks, camera shots, school newspaper editorials, entertainment skits, jokes, smart sayings, essays, and recipes offer opportunities. Other fields of contest possibilities will suggest themselves.

The art and science of prize winning will appeal to contest club members. They will want to know how to win a car in the radio contest, how to win the prize for the best letter written in answer to the question, "Should married women be allowed to hold salaried jobs outside the home?" or similar questions raised by newspapers to serve their needs for a letter writing contest.

By the use of bulletins, newspaper publicity, and assembly announcements, a contest club can be one of the most active activities in the school.

# The Case for Government Ownership of the Railroads

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**RESOLVED:** That the Federal Government should own and operate the railroads.

THE casual observer might get the impression that the problem of selecting the annual high school debate topic is a mere matter of a one-day committee meeting by the National University Extension Association members. It should soon become evident that no such hurried selection of a yearly debate topic could have resulted in the excellent selections that have been made during the last few years.

High school debate topics that have been used during recent years have been outstanding as problems that are of vital importance to the American public. Last year's topic of a proposed alliance between the United States and Great Britain was almost as timely as our present day crisp war reports from Europe. In fact, if this subject had not been the official high school debate topic last year it might well, with slight modification, be under discussion during the current year. Socialized medicine, government ownership of utilities, and the unicameral legislation were equally important problems. It can truthfully be said that, "The high school debate topics of today anticipate the national problems of tomorrow."

The selection of the topic, *Resolved: That the Federal Government should own and operate the railroads*, was not made by mere chance. This selection came after a most careful study of all possible subjects and an elimination of the topics that could not meet the rigid tests demanded of any subject of national importance. By careful elimination the number of proposed debate subjects was reduced to three.

The finalists for the ultimate selection were: (1) *Resolved: That the Federal Government should control national advertising*; (2) *Resolved: That Consumers Cooperatives should be generally extended throughout the United States*; and (3) *Resolved: That the Federal Government should own and operate the railroads*. After these three questions were tentatively suggested, a period of four months was allowed to enable those most vitally interested in high school debating to study each proposed topic to determine whether or not it was satisfactory for use throughout an entire year.

Of the three topics proposed for this year's

high school debate subject the problem of railroad ownership and the control of national advertising were among the three selections of the previous year. It is interesting to note that this year's subject of government ownership and operation of the railroads has been a proposed topic for debate during the past two seasons.

The basis for elimination of the two proposed topics in favor of government ownership and operation of the railroads should be understood by all debaters. A decision was made against the control of national advertising by the federal government because of the likelihood of libel suits which might follow the highly personal attacks which would be made upon nationally advertised products. This fear of legal involvement might tend to frighten student debaters, thus making them afraid to present the truth about products as it is known to them. The proposal for a general extension of consumer cooperatives throughout the United States was eliminated partially because it was a general college topic several years ago, and because of an apparent lull in the development of the cooperative movement in the United States.

The final selection of the topic, *Resolved: That the federal government should own and operate the railroads*, comes at a time when the railroads are one of the major unsolved problems of our country. Any topic that is to be used by all the high school debaters of the United States for an entire year must be selected with extreme care. Any national debate topic must meet the following six requirements:

1. The question must not be one-sided.
2. The question must be of timely interest.
3. The question must have enough educational value to stimulate the debaters throughout the entire debate season.
4. The question must be satisfactorily phrased.
5. The question must be within the scope of the ability of high school debaters.
6. The topic must grow in interest throughout the school year.

We can take this debate subject and it becomes readily apparent that it does meet the six requirements listed above. The first requirement is adequately met because the question certainly is not one-sided. Today we find advocates of government ownership and operation of the railroads pressing their de-

mands that the government should take over. Similarly the railroads are making a gallant fight for the retention of the system of private ownership. Conditions among American railroads today are desperate, but there is still hope that the condition may be remedied without government ownership. When such a condition exists, no one could claim that a question is one-sided.

The timely interest that has manifested itself in this problem of government ownership and operation of railroads is shown in the numerous newspaper articles and editorials that have appeared recently upon the topic. The railroad bills that have been under discussion in Congress and the report of the "Committee of Six" upon railroad conditions, attest to the timely interest present in this topic.

The railroad problem is not merely one of which type of ownership will be the more satisfactory, but it involves a study into the economic aspects of transportation. Thus, the topic should grow throughout the school year and increasingly should challenge the interest of debaters. Even with this constantly increasing interest, this topic is still within the scope of the ability of the average high school debater. From every angle that we attempt an analysis of this debate topic we find that it meets the requirements.

#### ANALYZING THE AFFIRMATIVE CASE

When the debater starts to make a careful analysis of the strong points of the affirmative case in this debate, he is confronted with a mass of evidence pointing to bad conditions among American railroads. A hasty glance at the report of the "Committee of Six" will show that all is not well in the railroad industry. Another hasty glance will leave a rather strong conviction in the mind of the affirmative debater that government ownership and operation of the railroads is the proper solution to our problem.

This report, made public late last year, paints a very disheartening picture for the future of the railroads under private ownership. Between the years 1926 and 1937 the railroads' freight traffic declined from 75.4% to only 64.6% of the nation's freight total. During this same period passenger traffic upon railroads declined from 75.2% to only 52.5% of the nation's total. During this same period trucks doubled the amount of freight they handled, while the passenger service handled by busses increased more than four and a half times. These newer types of transportation are serving a great need in our country and in their way are giving a more efficient service than can be provided by the railroads. Thus they are here to stay, and the business that they now possess will never return to the railroads. Thus the only remedy

to this situation is the adoption of a system of government owned railroads.

When we study the rate of return upon railroad investments that have been paid between 1931-1937, we find that the average was 1.67 per cent. In 1938 it dropped to only 1.38 per cent. With the rate of railroad investments so low, and no opportunity for large gains in the entire industry, we can hardly see any chance to get private capital interested in railroad development. If private capital cannot make a satisfactory profit from railroad investments, the next few years will find our all-important railroads in a state of decay, with the final result that the government will be forced to take them over to insure that we have an adequate national system of transportation.

Not only is the rate of return paid by the railroads very low, but in addition many railroads are in a desperate financial condition. Today 75,000 miles of railway line or 32 per cent of all railway mileage is in the hands of receivers or trustees. This is the largest proportion of rail mileage in bankruptcy ever recorded in history. If this condition persists, government ownership can be the only solution.

The conditions of our railroads might be summarized as follows: Today our railroads are in a terrible financial and physical condition. They cannot earn a high enough rate of return upon the money invested to attract new and needed capital. Also the physical plants of the railroads are in such terrible condition that adequate service cannot be given to the American public in time of a national crisis such as a war. Railroad transportation is of vital importance to the general welfare of the American public and it must be maintained upon a high level. Since private ownership has demonstrated its inability to render this efficient service, we must turn to a plan of government ownership.

#### DEFINITION OF THE TERMS OF THE SUBJECT

"THE FEDERAL GOVERNMENT": By the term "THE FEDERAL GOVERNMENT" we mean the government of the United States acting through its legally elected representatives. Under the Constitution of the United States the right to make the laws governing our country is vested in the Congress. Taking the entire debate question into consideration the term "THE FEDERAL GOVERNMENT" means that the purchase of the railroads would be authorized by a vote of Congress and that the final authority over the management of the railroads would be retained by Congress.

"SHOULD": The term "SHOULD" implies that the action of taking over the ownership and operation of the railroads by the government is either desirable or necessary or both.

It is not necessary that the affirmative team show that government ownership and operation of the railroads will actually come about. What they must show is that such an action should be made. Also it is not necessary that the affirmative show that a majority of the American people favor the plan of government ownership and operation.

The affirmative does not have to show that government ownership and operation of the railroads will be adopted. It does not have to prove that the railroad operators or the general public will favor the proposal if it can be shown that the adoption of the plan would be desirable.

"OWN AND OPERATE": The term "OWN" implies that the federal government should take steps to take over the railroads in such a manner that the final possession of the railroads rests with some agency of the federal government. The term "AND OPERATE" implies that the government must operate the railroads and not allow operation to be returned to the hands of private companies. There are several forms of government operation that might be adopted. The two most important ones are a *governmentally-owned corporation* and a *government bureau*.

"THE RAILROADS": The term "THE RAILROADS" need not be difficult to define for purposes of this debate. This term means a system of transportation wherein commodities and/or persons are transported over rails by the use of steam, electric, Diesel, or other forms of power. This term, if strictly interpreted, should include elevated railroads in cities, street car lines, and subways. For this discussion, however, it does not seem wise to demand that the affirmative include these in their definition of the term "RAILROADS." The question does include government ownership and operation of all of the railroads of the country. Any proposal for partial ownership and operation of the railroads fails to meet the terms of this question.

#### EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

**THE DILEMMA.** The dilemma is a method of strategy used in debate for the express purpose of placing before an opponent two alternatives in the answering of a question. In order to use the dilemma the debater asks his opponent a question that can be answered in one of two ways. The strategy of the use of the dilemma is to ask the question in such a way that either answer given by the opponent will be detrimental to his case. The effective dilemma is one of the best methods of strategy known in debate.

It is good advice for the debater to avoid questions asked him by his opponents with the purpose in view of catching him in a dilemma. If you must answer the question, see

to it that all catch phrases and tricks have been guarded against.

A sample dilemma for the affirmative is given below:

**Question:** Is it the contention of the negative that a system of government ownership and operation of the railroads will usher in graft and corruption in the administration of the railroads?

**If They Answer Yes:** The negative have taken the stand that the adoption of a system of government ownership and operation of the railroads will bring with it a great amount of corruption and graft in the railroad administration. Before we accept this statement of the negative we should make an investigation of the type of men who will be responsible for this graft which worries our negative friends. No doubt the government will continue the present railroad executives in the key positions of the railroads after government ownership goes into effect. This was the case when the government took over the railroads during the World War period. These railroad executives are honest business men today. We feel certain that the negative will admit that they are honest today. The question that immediately comes to our mind is what change will take place under government ownership that will make these honest men into crooks over night?

**If They Answer No:** The negative have admitted that they do not feel that a system of government ownership and operation of the railroads will bring with it a great amount of graft and corruption. In making this admission they are admitting one of the major contentions of the affirmative side. This contention is that there will not be any large measure of graft under the system of government ownership and operation, and that thus it will be a better system for our country than private ownership.

When the negative admit that there probably will not be any large measure of graft under government ownership they are admitting that the system proposed by the affirmative is superior to the system of private ownership. Throughout history our present system of private ownership has been graft ridden. Regulation of every type has been designed to stop this graft, but clever railroad lawyers have been able to side-step the law upon most occasions. Since the negative is admitting that there will probably be no graft under government ownership, they are also admitting the superiority of government ownership of railroads since there has been so much graft under the existing private system of railroad ownership and operation.

STRUCTURAL OUTLINES FOR SPEECHES  
In presenting these structural outlines for  
(Continued on page 80)

# Between the Halves

WILLIS W. COLLINS

Principal, Junior-Senior High School,  
Idabel, Oklahoma

**A**S THE tumult and the shouting dies the band director and the pep squad sponsor go into a huddle. The results of the huddle won't be a "pass over center" but may be a "fake." Yet whatever does take place in the huddle it will be mighty important for the band and pep squad because from it will develop next week's stunt.

The rest period between the halves is, in many schools, as much of an attraction as the ball game itself, and it is the purpose of this article to point out some of the intricate and some of the simple things that can be accomplished on the gridiron to make such stunts really outstanding.

The activity of the band is such that when fully uniformed, regardless of type, it presents a thrilling sight to football audiences. The color, marching, and music are all elements that each individual spectator can appreciate.

Drum majors' stunts for the band include simple letter formations from standing block or band formations. The more accomplished band can usually maneuver into intricate letters of both participating schools. They can usually spell out the customary "Welcome Grads" or variations of this for special occasions such as "Dads Day" and "Turkey Day."

Steps and marchings—including complex turns, pivots, wheels, and counter marches—are stock in trade for the average maneuvering band. Bands in many sections of the country are now adopting flashlights or parts of flashlights for many spectacular spelling stunts at night when the play lights are turned off. These lighting displays are spectacular and are quite difficult to engineer with a large band especially if the band is playing at any time during the maneuvers.

The band as either a main attraction or an auxiliary unit can be made a distinct asset

to the wait between halves. As an auxiliary unit the band can furnish march music for the maneuvering of a trained pep squad. The pep squad of today is also clothed in a uniform of distinction and great variations of pattern and style are seen each fall.

A good pep club should be trained in the same steps and marchings that are performed by the band so that both units can act as one, taking instructions from the drum major. If the band has sufficient baton twirlers, one of these individuals can usually direct the maneuverings of the pep squad.

Field maneuvers for an unencumbered pep squad can always get a big cheer from the spectators. Clocks and counter clocks with variations of the drill team are quite effective when performed by uniformed pep squads. Letter drills are a part of the repertoire. These letter drills can sometimes be made with cards, large colored cards to spell out letters. The average high school does not have sufficient student personnel to attempt intricate card tricks that are all the show in college and university games. Simple letters and outline designs are made very effectively this way.

By the use of graph paper the directors can map out the exact position of each member of the band and each member of the pep squad at any instant on the field. The use of such technique permits the formation of mass designs for special games or special occasions. The opposing school emblem can be worked out in this manner and is very effective. Such formations can usually be made from the standard marching formation.

The band and pep squad may be used as an escort to the colors. This forms a very colorful opening ceremony for each home game.

The pep squad can be provided with various colored flashlights to make intricate crosses, stars, and geometric designs. Torch designs, snake dances, and similar maneuvers are very effective if done at night with lighted flares. Colored ribbon or crepe paper can be twirled on sticks to render very effective and very colorful designs that delight the eyes.

These stunts when properly timed and executed can also be used to advertise future



Eleven Girls Carry Cardboards

games. An outstanding stunt of the past season was presented by eleven members of a pep club. These eleven girls formed in a straight line on one side of the field and on signal (accompanied by the band) marched to midfield and halted. Each girl carried under her arm a large piece of cardboard with a portion of a design upon it. Upon signal the girls broke formation and displayed their cards to the audience, and the assembled cards showed an enormous turkey five feet high flanked by two cards giving the date and time of the next game.

Such activities give the spectators something to watch between the halves of the game. The stunts offer opportunity for expression of ideas and the promotion of student groups in worthwhile activities as well as being a highly successful medium of advertising.

## Scheduling Activities for Best Results

L. F. ADDINGTON  
Principal of Wise High School,  
Wise, Virginia

THE Wise High School has for nearly a year now experimented with an activity schedule which has precedence over "formal" class work. It has worked even to the satisfaction of conservative teachers. Pupils say they have gotten more from clubs and other activities than they have heretofore. We can safely say that class work has not suffered, because failures have actually dropped.

The plan was explained to pupils as a mere experiment. This explanation was made through both pupils and teachers, after the faculty, together with leading pupils, had worked the plan out. Pupils promised not to neglect class work, if given a chance to participate in the co-curricular program under the new plan.

In our particular situation many pupils leave on busses at the close of the school day. Unless they have a chance to participate in activities during the school day, they have no chance at all. Consequently, to meet our needs, we arranged a schedule which would spread over an entire day and through the week, thus making it necessary for pupils to miss a formal class—if regular classes may be called formal—only now and then. Most clubs were



Here Is the Display When Finished

placed at such a time that the majority of pupils would be out of class and a teacher interested in that club also free. Thus a club has a full period for work. Only one meets at a time. No confusion, no conflicts.

In case a study group would be left without a teacher, the conduct of the group was left in the hands of our Beta club officers, who belong to this club by virtue of their scholarship and leadership. While mistakes have been made in these groups, they have slowly overcome them. They have learned by having been given a chance to assume responsibilities.

Most schools in Virginia have had the activity period of thirty minutes running through an entire day. We found that because so many pupils were free at the same time, certain clubs and activities, such as our mimeographed paper, suffered. Athletic activities crossed with other activities. So, last year we allowed the old thirty minutes schedule to remain and devoted it entirely to games and assemblies. We are now considering staggering physical activity and health work through the entire schedule, so that more attention can be given to each individual in the school.

Science, language, school-paper work, debating, dramatics, etc. have to be given little attention outside regular class periods, since they fit well into English, history, social studies, etc. For several years our commencement program has grown out of a unit of work either in language, arts, or social studies classes.

I call, therefore, a complete and generous education, that which fits a man to perform justly, skillfully, and magnanimously, all the offices, both private and public, of peace and war.—Milton.

# Social Aims of the School Rally

**A**N EDUCATOR must always be looking for opportunities for the training of his boys and girls in desirable social attitudes and ideals. He should not overlook the possibilities presented in the rally assembly situation. This situation includes any meeting of students, teachers, patrons, and others at which enthusiastic response in yells, songs, and applause is obtained. In a sense, all meetings show some enthusiasm, but in the pep meeting the enthusiasm breaks out into a more vigorous expression.

A feature of the pep meeting which makes it especially valuable as a training device in social living is the fact that it is real. It is not a preparation for a vague future as is the case with much of the academic work in the school. It is a preparation for the game tomorrow or tonight. For many of the boys and girls it is "the life" and the thing they like best about going to school. For this reason the school administrator should take hold and guide such activities. He should capitalize upon this healthy student acceptance of the pep assembly. Students want it. He can make it a valuable social training device. The best preparation for the life of tomorrow is in living a more complete life today. The boys and girls feel that they are living more completely today when they enthusiastically boost a team that often loses the game. Their tears are short lived and their happiness is contagious. The pep assembly with all its attributes seems to fit well into this social frame of reference being built around the modern school. What are some of the social aims to be obtained by means of the pep assembly?

First of all, the young citizens must have a tendency to co-operate with others. Co-operation is indispensable in our type of social order. The school rally, embracing most enthusiastically the athletic program of the school, gives to the school executive an opportunity to offer valuable training in the spirit of co-operation. These rallies held before a game, during a game, or after a game, in an auditorium or in a rooting section, represent perhaps one of the best examples of group co-operation that can be found in the whole of society. A good husky yell for the team takes plenty of co-operation. The individual must submerge his personal desires for the sake of group success. The lessons of co-operation are brought forcibly to the attention of the learner whether he wears the uniform of his school or wears only the colors. When the great game is over and the heroes are appreciated in a victory assembly, the vicarious lesson of co-operation takes even a

M. L. STAPLES

*Teacher, Benjamin Bosse High School, Evansville, Indiana*

stronger hold upon the interested spectator. When the coach or the captain of the losing team appears before the rival school and sincerely congratulates the winners, he not only teaches a great lesson in sportsmanship but he spreads the theory of co-operation rather than competition. He spreads a new social philosophy. Both teams, both rooting sections, both coaches, both bands, in fact all co-operated to put on before an enthusiastic audience another well-acted pageant of American life.

It would be useless to teach co-operation and not give cause for co-operation. The young citizen needs to develop the habit of being for something. He needs to get with others and whoop it up for his side. He needs opportunities for expressing his group loyalties. The pep meeting gives him such opportunities. By allying himself to a worthy cause, the young citizen gets practice in a social living which is very meaningful to him and valuable to the community which later claims him. In the real school democracy the administrator will see to it that the causes which the student boosts are those which the student himself is willing and anxious to accept. This acceptance should be as genuine when the student is alone as when he is rubbing elbows with others of the howling mob. Athletics in the schools, with friendly and co-operative competitiveness, has proved to be a worthy social cause. The boosting rallies give training in loyalty.

Along with the spirit of co-operation with other members of society, and the spirit of loyalty to a social cause, must go the spirit of enthusiasm. A little practice in the art of enthusiastic boosting may help prevent our future citizens from going "hay-wire" when selfish and otherwise unsocial leaders try to organize for undemocratic causes. The pep assembly can give our boys and girls a spirit of enthusiasm that has been tried and practiced. The school administrator is in a position to benefit future society by producing socially adjusted human beings, human beings who can work together, human beings who can become aroused to an enthusiastic attitude towards the common welfare of all. The school rally appears upon the horizon as a device at his command.

#### STUNT SUGGESTIONS FOR THE FOOTBALL PEP ASSEMBLY PROGRAM

##### *The Half-Wits Convention*

Seated on the stage are twenty or more students acting as half-wits. The program leader addresses the audience somewhat as follows: "We have all gone crazy. The terrific nervous tension involved in waiting for the game tomorrow has affected our minds. We have here a meeting of twenty half-wits, making ten full-wits, etc." The leader shakes hands with each delegate to the convention and the program continues with crazy speeches, crazy poems, crazy songs, crazy yells, and stooge stunts. Officers are elected and the program should give the audience opportunities to do some of the crazy yells.

##### *The Deaf and Dumb Assembly*

Following a standard speech-yell-speech-song assembly this stunt may provide an unlimited amount of good humor. A printed program is distributed which definitely states that no one is to make a sound after all are seated and the program leader arises to speak. His opening remarks are all gestures. He calls upon the coach who also makes a pantomimed speech. Team members do the same thing. All applause is done with striking only the "heels" of the hands. A yell-leader leads a make-believe yell. The band even goes through the motions of playing the school song. Somewhere during the silent singing of the school song an inspired student sings out loudly and the lid is off. All the restrained enthusiasm bursts into singing the remainder of the song. A well prepared printed program is indispensable for the success of this stunt.

##### *The Reversed Assembly*

Another follow-up of the standard pep session is this up-side-down type of stunt. All speeches are reversed. Last sentences are placed first and the usual first remarks are put last. Yells are backwards and given before talks instead of afterwards. The chairman thanks the speaker before he talks and calls upon him when his speech is finished. The captain of the team may stand on his head and ask for student support. Such a stunt is unlimited and gives those students in charge ample opportunities for initiative.

(Editor's Note: This is the second of a series of articles by M. L. Staples. His "School Morale Through the Pep Assembly" appeared last month. His "Watering the Elephant at the Football Circus" will appear in November.)

The best things are nearest: light in your eyes, flowers at your feet, duties at your hand, the path of God just before you. Then do not grasp at the stars, but do life's common work as it comes, certain that daily duties and daily bread are the sweetest things in life.—T. L. Cuyler.

## A Booster for Inter-American Good Will

BEN F. CROWSON, JR.

*President and Founder of the Pan American Student Chain, Williamsburgh, Virginia*

SOME years ago on the campus of William and Mary College in Virginia a small but significant club was organized by a group of students to promote interest in any and all things Latin American. Now in 1939 a large student organization has arisen out of this college league called "The Pan American Student Chain." Through its activities, this chain hopes to bring about full collaboration and co-operation among all the students of the hemisphere, thus paving the way for actual government co-operation between the North and South American peoples.

As an added attraction to the students of the high schools and colleges of this nation, the chain is leading the first mass student caravan to Mexico during the summer of 1940. The chief purpose of this trip will be to show the Mexican people that the students from the gringo schools like to be friendly and are willing to associate with the Mexicans on Mexican soil. As a part of the tour, the chain is taking an all-members orchestra, which will help to entertain both the Mexican and American students in the cities through which the caravan will pass. When the caravan arrives in the Mexican capital, there will be a ceremony, at which time the foreign secretary of the chain, Mr. Jerry Wade, a graduate of Cornell University, will present to the Mexican Minister of Education a special honorary certificate of membership in the organization. In Mexico City also, the students of these United States will have the opportunity to see Mexicans in their schools and to have discourses with them. While the

(Continued on page 71)

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# News Notes and Comments

## October Front Cover

Deep-Sea Diving Club, Monticello Junior High School, Cleveland Heights, Ohio; Marionetteers, School 76, Indianapolis, Indiana; and Display of Home Room Plaques of Poplar Bluff Junior High School, Poplar Bluff, Missouri.

Certificates of awards were sent to duplicated school papers all over the United States as a result of the judging of the papers received by the National Duplicated Paper Association at Central Normal College, Danville, Indiana, during the past year.

## Decision Reversed on "Billy Roberts Case"

The Supreme Court of Oklahoma has reversed the decision of the Pontotoc County District Court, which had by writ of mandamus ordered the state athletic association to restore the eligibility rights of one Billy Roberts. Roberts had accepted a gold football emblem.

The Service Bureau for Intercultural Education offers a positive approach to the problem of intergroup prejudice, expert service where friction threatens, and practical aids for the class room teacher, based on fifteen years' study and experimentation.

For full information write the Service Bureau for Intercultural Education, 300 Fourth Avenue, New York City.

The 1939 commencement season brought no problems of class honors in the Navina, Oklahoma, High School. There was only one graduate.

Merit badges are awarded to persons who induce a bird from the wild to rest upon their bodies. The bird must not be a nestling, or wounded, or enclosed in a room, or have its liberty restricted in any way. Further, where the same bird rests upon a number of children—as is often the case—only the first two may claim the badge.—*The Education Gazette*, Sydney, Australia.

## Eyes Front

"Progress can not be held up. It is not necessary to open up the game of football merely to please the cash customers but when that can be done and at the same time produce a game more pleasing to the coaches and

players, there is no reason for keeping the high school boys from having a game of their own just to please a few officials who find it difficult to comprehend the rules and who wish to officiate in both college and high school games.—E. A. Thomas in *The Kansas Athlete*.

Miss Mary Louise Schachte, of the Canute high school commercial department, won the state high school championship in typewriting at Norman last spring. Her speed record was 71 words per minute.—*Oklahoma Teacher*.

Pupils of the second grade of Jefferson School, Joplin, Missouri, visited the United



States Post Office in their city, then returned to build their own. It gives its patrons complete mail service daily.

A ruling of the attorney general of Wisconsin relative to teacher liability in case of accident has lessened the number of school trips in that state, also caused much comment and speculation.

"Good-by Mr. Chips," the beautiful story of a venerable school teacher, was the only entertainment furnished at a recent picture show in Oklahoma City when all retired teachers in the system were given tickets.—*Oklahoma Teacher*.

## Cultural Education Service

A nation-wide service for the cultural education of students in grade and high school, enabling their attendance at symphony concerts, opera, ballet, drama and other performances of high professional calibre, is announced by Junior Programs, Inc.

Established for three years in the eastern half of the United States and Canada, the service will be extended this year westward

to the Pacific Coast. Nearly 300 communities have scheduled performances during the 1939-40 school year by the Cincinnati, Rochester, Cleveland, and Washington, D.C., National Symphony Orchestras, and by touring professional opera, ballet, players, and other companies under the Junior Programs banner. The Junior Programs Service operates on a non-commercial, non-profit plan.

The Streator, Illinois, Girls High School Athletic Association holds a "Buddy Picnic" early in the fall each year. A simple play day theme is carried out, and group games are played.

The Twenty-Fourth National Recreation Congress will be held in Boston, October 9-13, 1939, with headquarters at the Hotel Statler. Write the National Recreation Association for further information regarding the Congress.

### A Model-City School Government (Continued from page 52)

noting anything amiss in the conduct of the school may send word by the commissioner of the day, so that the matter may be corrected.

In addition to the five regular commissions, Marshall City also has an editorial staff which publishes the *Marshall City News* several times a year. The *News* is a four-page mimeographed paper. Every family in the school gets a free copy of the paper. Its object is to acquaint parents with the general policy of the school and to interest them in all the school activities.

The entire program of Marshall City is carried on without any great show of its operation. There are no special uniforms of any description, except that Safety Patrol members wear white Sam Browne belts when conducting children across the street in front of the school building. Except at the time of the daily commission meeting or during the reading of a bulletin, a visitor would probably be unaware of the operation of any student government. City officers are trained not to lay hands on offenders. Should any one be seen violating the rules a commissioner or any citizen may speak to the offender, and if he desists, no further note is made of the matter. If he persists, he may be reported. Any teacher or pupil or school patron may lodge a complaint, but tale bearing is discouraged. Only those complaints that have merit are given consideration.

The operation of Marshall City has been decidedly effective in the school government. There has been a noticeable rise in morale since the inception of the "city" government.

There is more co-operation by the pupils. One might suppose that the commissioners would arouse the antagonism of the other citizens and cause dissension, but such is not the case. On selection of commissioners at the beginning of the second semester it is not unusual for a room to re-elect its entire staff of commissioners. Some pupils have acted as commissioners during the three years of the student government.

The city government has had the support of all teachers of the school from the first to the sixth grade, though some teachers use it more than others. The use of self-government has made a better rapport between teachers and pupils, and pupils and principal. There is far less coercion, and a friendlier spirit is more manifest than formerly.

In extra-curricular activities generally the city idea adds weight. There is the annual flower show, the fiesta, the school newspaper, the school garden, the spring festival,

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GRANDMA GOES HOLLYWOOD, James Stone. Loads of laughs. 4 m. 7 w. 50c.  
WRECKING ROBERT'S BUDGET, Eugene Hafer. One of his best. 7 m. 4 w. 50c.  
MONEY! MONEY! MONEY! A fine family story by Priscilla Wayne and Wayne Sprague. 4 m. 4 w. 50c.

#### Interesting New Plays from our Non-Royalty List

SUPERSTITIOUS SADIE, Jay Tobias. 5 m. 7 w. 50c.  
PEEK-A-BOO PENNY, Frank Spohn. 5 m. 4 w. 50c.  
A HOME FOR HENRY, Jas. Stone. 7 m. 8 w. 50c.  
GRANDPA'S TWIN SISTER, Jean Provence. 5 m. 5 w. 35c.  
CALLING ALL GIRLS, Vivian Mayo. 4 m. 8 w. 35c.

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and the club work, all of which are strengthened by comparison to those activities in the city of Albuquerque. References to these activities in the daily bulletin promotes and extends interest. Good sportsmanship has been emphasized in the report of athletic scores in the bulletin. Booring on the part of spectators has been eliminated. The point of playing a hard, clean game can receive more emphasis than formerly, and through the bulletin not merely the team but all pupils in the school are exposed to that philosophy.

#### SUMMARY OF BENEFITS OF THIS TYPE OF TRAINING

1. There is a positive training in democratic government. The responsibility of the individual citizen is emphasized. Pupils develop a sense of justice and fair play.

2. There is much objective learning through doing, yet through the daily bulletin all the worth-while lessons in citizenship and character training may be conveyed subjectively to the whole school.

3. The training develops leadership in those most capable but does not neglect the child of poorer ability.

4. Health and safety training is systematically carried on from day to day. Scarcely a bulletin comes out that does not refer to one or both of these subjects.

5. The training is within the reach of the dullest child yet is readily transferable to adult life of all types of pupils.

6. The training is persistent, giving a sustained effort in training that is under ordinary conditions often spasmodic.

7. It is a type of training that may be started on a small scale but may be enlarged into school-community enterprises of a cooperative nature.

8. The publication of the school paper not only trains children in expression, but also tends to introduce the school's purposes into the home environment.

#### A Booster for Inter-American Good Will (Continued from page 168)

American government quarrels with certain government officials of the Mexican regime over oil, the gringo can go to Mexico and enjoy himself, respectful of the fact that he or she is in a country dating back to the 14th century.

Through the writing of letters between student members, the calling of special student congresses, and the issuance of membership cards to all members, our aim of promoting lasting friendship among all the students, can be achieved. "Through the student—we shall link the Americas."

The chain is organized on an international basis. Many diplomatic officials from Washington and Latin America are serving as honorary vice presidents of the chain. The organization is maintained at present from membership dues, which are two dollars per student per year. Each member, upon payment of dues, receives a large certificate suitable for framing, together with an identification card with a number on it, for use whenever he or she may travel.

All students of the Americas are invited to join this chain, and we believe that in a few years this group will bring about one of the largest student movements in the United States and in Latin America.

**CORRECTION:** "A Junior High School All-School Play Day" credited to C. F. McCormick alone in the September number of **SCHOOL ACTIVITIES** should have been credited to joint authorship with Robert Naegler, Director of Physical Education, of Jarrett Junior High School, Springfield, Missouri.

#### Assorted Back Numbers

Several hundred miscellaneous copies of **SCHOOL ACTIVITIES** are being wrapped in packages of 24—no two alike and none of the current volume—and offered prepaid for \$2. This makes available at a nominal price nearly a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when they were first published.

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# Questions from the Floor

BY THE EDITOR

- *Extra-curricular activities are as important as any subject in the curriculum, so why not organize them into a regular "subject" and give credit towards graduation for participation?* IRA J. FOSTER, Daytona Beach Junior High School, Daytona Beach, Fla.

In the light of the present trend towards enriching and liberalizing the curriculum, and the recognition and improvement of the activity program, this is a very pertinent question. And, too, it is a troublesome one, and one on which there is no unanimity of opinion. (See "The Evaluation of Extra-Curricular Activities" in the *Sixth Yearbook of the Department of Superintendence*, 1928.)

On the face of it, there is logic in formally recognizing participation by granting academic credit. And, in fact, in various schools such credit has been allowed by: (1) granting it outright; (2) requiring the student to earn an additional credit for graduation (sixteen instead of fifteen) and allowing one of the units to be in activities; (3) reducing the number of credits required for graduation; and (4) incorporating such subjects as music, dramatics, journalism, and intramural athletics in the curriculum, either as complete subjects or as parts of appropriate subjects.

The usual arguments raised against such formal academic recognition are: (1) the extra-curriculum may become formalized and so robbed of its appeal and vitality by the bringing in of an extrinsic motive; (2) "credititis" may be further developed among the students; (3) teachers and administrators who are not in full sympathy with the program may be alienated and antagonized; (4) equating participation accurately, uniformly, and fairly is extremely difficult; and (5) a relatively small amount of credit would be earned. Computed on the basis of unprepared or laboratory work, the student with an average load of one hour a week for eight semesters would earn eight-twentieths of one unit.

Although recognizing the logic of granting academic credit for participation, nearly all school people favor the use of other kinds of recognition, such as letters, emblems, pins, certificates, and similar definite awards, honors and honor positions, public appearance, etc.

- *Should club sponsors be changed from year to year?* W. I. LAYTON, Albany, Ga.

Under ordinary circumstances, no. An administrator would hardly change his teachers' subject schedules every year and expect

successful class work. Similarly with club activities. Intelligently capitalized experience in sponsoring a particular club helps to bring maturity and competency—ideals, knowledges, contacts, understandings, insights, and skills—in club work.

- *Sometimes a mother asks for permission to send treats for the home room her child is in. Is there any objection to this practice?* WARREN E. MORGAN, El Dorado, Kansas.

Undoubtedly a voluntary treat reflects a mother's interest and good will. The main arguments against the establishment of a regular practice and policy are: (1) the "treating" idea may become one of major importance in the life of the home room; (2) harmful competition between mothers will likely develop; (3) some mothers may come to feel that this is a sort of requirement—an insurance of the welfare and happiness of their youngsters; and (4) probably many families cannot afford such treats. Perhaps an occasional treat at a particularly appropriate time may do no harm, but in general there appears to be more to be said against the practice than for it.

- *Please give some suggestions for "bad weather" lunch and recreation periods.* C. McGIVEREN, Clarksburg, Miss.

Gymnasium and playroom: games—softball, volley ball, basket ball, foul shooting, "sidewalk" tennis and golf, dart baseball, toss golf, ping-pong, horse shoes (rubber), marbles, etc., stunts, exhibitions, and dancing. Many of these and similar activities are as suitable for the corridors as for the gymnasium.

Auditorium: dramatics, motion pictures, slides, music—individual students, groups, community singing, and victrola, cheer practice and pep stunts, radio programs, arithmetic, spelling, and information contests, stunts, demonstrations, and exhibitions.

Class room: reading, chess, checkers, dominoes, and other more or less "quiet" games, stunts, and competitions.

Consult any standard book on games and recreations. See *SCHOOL ACTIVITIES* for March and November, 1935, and November, 1936. The "Stunts and Program Material" department of this magazine should also be helpful.

- *Is a social club in the school detrimental to the child?* LOUISE LINDSAY, Clovis, N. M.

Whether such an organization is detrimental or beneficial depends on how it is organ-

ized, programmed, and conducted. A class in arithmetic, biology, or geometry might, under certain circumstances, be very detrimental.

The individual child, when he becomes an adult, will live socially; he will be a member of several different types of groups, both formal and informal, and he will participate in the activities of these groups. Socializing will be one of the important things that he will always do. Hence, it is but natural to assume that he should be given some kind of training that will help him to make these contacts and participations most profitable.

If you have in mind a "social dancing club," the answer will depend somewhat on local conditions. If dancing is not frowned upon too seriously by the community, an organization designed to teach correct form and party courtesy can be very beneficial.

As far as dancing is concerned, if well handled, it is as appropriate in school life as algebra, Latin, or science. No longer is it a question of whether or not the high school students will dance—THEY WILL. Rather it is a question of whether they will dance properly in a wholesome setting, or improperly at some of the many "taverns" (saloons) that are to be found in or near almost any community.

Frankly, we can think of no place that is more conducive to a wholesome dance than the school itself. It has the floor, conveniences, a high class atmosphere, and ample provisions for proper sponsorship and control. With the present general attitude towards dancing it is reasonable to believe that the school is failing in an important responsibility if it does not provide the education that will fit the student for a happy and healthy participation in this social setting.

However, if school dances are commonly and vigorously frowned upon they had better be omitted for the present. The cordial support of the school by the community is important. If the school looks forward to including dances as a part of its program at some future time (as it should), then the authorities should begin a program of educating the community to a proper recognition, acceptance, and discharge of its responsibility. This need not be any out and out formal propagandizing, but rather a quiet and informal program. It will be materially aided by the fact that the places of the older and

more narrow-minded individuals will soon be taken by the younger and more liberal-minded. But in any case, a bit of well conceived education will help to hasten the day when social dancing will no longer be considered vicious and harmful.

- Should a teacher be required to sponsor more than one activity? J. C. BRASHEAR, Valley Station, Ky.

It is our humble opinion that a teacher should not be "required" to sponsor any activity. If the program is voluntary for the student it should also be voluntary for the teacher. Certainly her interest and attitude are as important as those of her students.

However, because the school faces the practical problem of promoting these activities, it has become traditional to expect each teacher to handle at least one. Perhaps some teachers should sponsor not one, but several, their teaching load being correspondingly lightened.

It should go without saying that the teacher's interest and ability should be capitalized as intelligently and effectively in extra-curricular as in curricular affairs. A coerced or dissatisfied teacher sponsor is a liability and not an asset to any activity.

- If a club does not "click" and goes out of existence, how soon should a club along similar lines be started? BETTY BECKER, St. Charles, Mo.

There are two possibilities. The first is to start the new club somewhat immediately, while the failure of the original is still more or less fresh in mind. In such a procedure the weaknesses of the first club can be easily recalled and can, with suitable thought and preparation, be avoided or strengthened.

The second possibility, and the one that is probably most feasible, is for the sponsor to make a carefully written analysis of the reasons why the club did not "click" and file this away for reference if, as, and when a new organization is being considered. The emotional attitudes of the members of the defunct club will likely remain for some time and consequently it may be best to wait until these students and their close friends shall have passed out of school before the second attempt is made. Certainly, if the club has an apparent place in the school, a later attempt should be made to organize it.

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# How We Do It

C. E. ERICKSON, *Department Editor*

## Activities for School Councils

Many school councils need more important projects. The following list of suggestions indicates but a few of the many types of responsibilities an aggressive council can initiate. The vitality of the council is dependent upon the extent to which important activities are initiated and directed.

1. Sponsor an occupational survey of the community.
2. Make a follow-up study of those who leave school and those who graduate.
3. Sponsor an all-city council and promote sectional, state, and national meetings.
4. Initiate a college information section in the library.
5. Develop a handbook on recreation listing community and school opportunities in radio, movies, etc.
6. Sponsor classes or clubs giving dancing instruction.
7. Start a book and supply store.
8. Promote dances, teas, parties, receptions, and other social affairs.
9. Plan installation programs for school officers.
10. Provide for proper auditing of all activities.
11. Promote the school publications.
12. Sponsor student nights and school circuses.
13. Set up and administer the intramural athletic program.
14. Draw up scales and standards for the evaluation of the assemblies.
15. Organize a movement to promote school spirit.
16. Develop materials and programs for home rooms.
17. Organize demonstration teams in debate, dramatics, parliamentary procedure, etc.
18. Start a training course for all school officers.
19. Organize a clean-up campaign.
20. Put on an athletic school for adults.
21. Initiate and sponsor a vocational guidance conference.
22. Set up a research committee to study what other schools are doing in connection with activities.
23. Establish an information bureau and system.
24. Welcome new students.
25. Receive, entertain, and care for visiting teams.
26. Take charge of school assemblies.
27. Promote musical productions, contests, and musical festivals.
28. Start an all-school night.
29. Set up a training course for ushers and guides.
30. Take charge of awarding all school honors and establish an honors day.
31. Collect materials, songs, yells, etc., relating to the school.
32. Develop a point system.
33. Issue a school handbook.
34. Better all clubs in the school.
35. Stimulate student participation in extracurricular activities.
36. Provide for care of the school bulletin board.
37. Conduct campaigns such as Know Your Report Week, Stay in School Week, Better Speech Education, Music, etc.
38. Plan a reception for freshmen and parents.
39. Have a visitation committee go to Junior High and Elementary Schools for the purpose of providing information to prospective students.
40. Develop an all-school forum for the discussion of significant questions.
41. Develop homecomings.
42. Sponsor and care for a college educational fund.
43. Conduct campaigns to encourage the development of better home room programs.
44. Hold pep meetings, parades, demonstrations, fairs, carnivals, and bazaars.
45. Provide support for various campaigns.
46. Encourage scholarship in all school subjects by providing publicity for commendable work in the school.
47. Encourage the civics and history classes to consider the problems of citizenship and student participation in school government.
48. Promote courtesy campaigns.
49. Organize and supervise all-school weiner roasts.
50. Draw up suggestions, scales, and standards for the evaluation of home room programs.
51. Use the school council as a clearing house for suggestions, ideas and possible home room programs.
52. Set up an advisory council composed of teachers, students, and parents to consider school problems.
53. Take charge of all campaigns which are concerned with welfare work within the school.
54. Sponsor and encourage visits to commu-

- nity activities of educational worth to students.
55. Promote a safety campaign developing suggestions for bicycle riding, caring for bicycles, safety on the street, in the home, etc.

### Our Pet Parade

DOROTHY DEE BAILEY, JESSIE LYNN DONALD,  
John B. Hood School, San Antonio, Texas

To stimulate enthusiasm and to encourage a consciousness in "Be Kind to Animals Week," the San Antonio Chapter of the National Boys' Club sponsored a "Pet and Mutt Parade." Every boy and girl in the city was invited to enter. Each was given a free ticket to the picture show, and prizes were awarded to the entrants having the most unusual pets, the smallest pets, the largest pets, the smartest pets, etc. Members of the Boys' Club brought posters from the Boys' Club several weeks before the Pet Parade took place, to acquaint the children with it and to encourage them to enter their pets. Children in the various classes brought clippings and pictures from the local newspapers, advertising the Pet Parade. One recent issue of the *Weekly Reader* had an article on "Be Kind to Animals Week." The San Antonio Animal Defense League sent enlarged posters of the national "Be Kind to Animals" to the schools.

A number of children in the primary grades wanted to bring their pets, which included baby chicks, kittens, and baby ducks and rabbits to show to their teachers. One boy in the fourth grade brought his dog to school. Another boy in the same class suggested that every one who had a pet bring it to school. The idea of festivities and parades permeated the air of San Antonio at this time anyway, since the Fiesta de San Jacinto was being held. The children were fiesta and parade conscious. It was natural, therefore, to have several children simultaneously suggest having our own classroom pet parade. Immediately after this suggestion, another was made by one boy in the fourth grade to have a pet parade and invite every class in the school to participate.

Soon the class was buzzing with activity. First, letters were written by the pupils of this class to the principal, telling her of the idea for a school pet parade and asking for permission. After permission was granted, letters were written to every room, acquainting pupils with the forthcoming activity and inviting them to participate. A date was decided upon—the Wednesday before the City-wide Pet Parade—and every pupil and teacher co-operated enthusiastically. Floats were decorated, pets were dressed, posters were made,

all advertising our school pet parade. Also, invitations were written, inviting parents to see it. A committee of pupils and teachers was put in charge of the organization of the entries.

The eventful day arrived, and excitement ran high. Soon after the opening of school, the entrants lined up with their entries on the porch of the school. The children who were to be spectators lined up along the sidewalk. The route of the parade was around the school block. There were about one hundred pets in the parade, including a black lamb, a pair of fighting cocks, a cocker-spaniel, a baby duck led by a ribbon, a pair of pigeons, a dog with a bandaged leg, dressed up roosters, baby chicks, rabbits, Persian cats, and parakeets.

Each entrant was numbered. Instead of having judges award the prizes, every boy and girl in the school voted on the five entries which he thought the most outstanding. Each room had a voting booth, where the ballots were dropped. Pennants of the winning en-

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### "Boys and Girls Together"

Co-recreation — leisure - time activities which older boys and girls, young men and women can enjoy together—is a subject of growing interest to recreational workers, educational authorities, and club leaders.

Because of the importance of co-recreation the September and October issues of the magazine *RECREATION* have been devoted to the subject, and in these two numbers recreation workers, church leaders, Y.M.C.A. and Y.W.C.A. workers, representatives of settlements, leaders in the so-called character-building agencies and in other fields have pooled their experiences for your benefit. Much extremely practical and interesting material is the result.

Copies of the September and October issues of *Recreation* may be secured at 25 cents each from the

### National Recreation Association

315 Fourth Avenue New York City

tries were awarded that afternoon in the school auditorium.

Every pupil and the twenty-two teachers and the principal were jubilant over the success of the parade. The time and effort were well worth the desirable outcomes of this school activity, in which everyone had the opportunity to participate. All children love their pets, and through encouragement and stimulation of this sort they naturally learn to be kind to animals. Furthermore, they felt proud of the fact that through this school activity they were preparing for a city-wide activity. It was a step forward in the development of civic consciousness. It was an enjoyable experience in civic participation through the desire and willingness to co-operate.

### First-Hand Social Studies

MILDRED D. BABCOCK, *Central High School, Valley Stream, New York*

In a seventh grade social studies class in Valley Stream, Long Island, about sixteen miles from the center of New York City, we studied current events one day a week. Instead of reporting on minor events or on some local happening of no particular consequence, a world or national problem prominent at the time was decided upon for the discussion the following Monday. Such topics as Japan in China, Spanish Revolution, Wages and Hour Bill, Ludlow Amendment, Government Control of Public Utilities, Disarmament Conference, and Government Control of Farm Production were studied for discussion. Due to the difficulty of such material for seventh graders, many of them came to class and asked all sorts of questions. They read. They became conscious of present-day social problems. They became more alert.

At the beginning of the second term it was suggested that we attend the forums held at Cooper Union in Lower New York. The year's program was placed on the bulletin board, and the pupils divided themselves into twos and decided what discussion they would like best to hear. We went to Chinatown (not far from Cooper Union) to eat Chinese food, watch the war news on the street bulletin board, and visit the shops and Chinese grocery stores—all of which were new and strange to most of us. Our last stop before going to the forum was to visit Tom Noonan's Mission and see the place filled with men who needed help and to hear the history of that institution.

The forum lasted for about an hour and a half—a lecture first and then questions from the audience. The pupils reported on the forum the next day.

In this class we had studied newspapers and had spent some time on the study of propa-

ganda. As we left Cooper Union, after Nathaniel Peffer had spoken on "The Far East Erupts," one of the students said, "Wouldn't you call that propaganda? He said all good things for China and not one good thing for Japan." Regardless of whether we agreed with all Mr. Peffer had said, that reaction was an indication that the pupils were becoming gradually aware of propaganda and its effect.

We hope to convert the current events discussion into a forum in our own class.

### The Hobby Fair

LOUISE KANSTEINER, *Senior High School, Hannibal, Missouri*

A unique and interesting entertainment was sponsored by the sophomore class of Hannibal High School, Hannibal, Missouri. The entertainment was a "Hobby Fair" sponsored by Miss Cora Crawford and Mrs. Lois Groves.

Several weeks before the night of the "Hobby Fair," notices were sent out through the home rooms explaining the nature of the coming events and inviting the parents and their friends to exhibit their hobbies. Speakers from the sophomore class went to the various organizations to explain the "Hobby Fair" and to invite the members to help make it a success through their participation. Parents and friends were also invited to have

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their evening meal in the cafeteria. Over two hundred parents and friends took advantage of the opportunity to eat a typical school meal in the cafeteria.

On the night of December 14, sixteen rooms containing hobbies were opened to the public for inspection. In each room, the owner of the hobby was present to talk about and explain how he became interested in the hobby. The hobbies were interesting and well-displayed. American pressed glass, butterflies, stamps, a Chinese collection, foreign coins, and match holders attracted much attention. There were also twenty-five scrap books on many of the important people and happenings of the past and present, 104 different pairs of salt cellars, and many dolls. The oldest of these was one made in 1842. The local P.E.O. chapter had a small room furnished with antique furniture, lamps, pictures, and bric-a-brac.

At 8:15 the visitors went to the auditorium and heard an excellent concert given by the 100 piece high school band.

The "Hobby Fair" was a means of bringing the parents to the school and afforded them an opportunity to meet and visit with the teachers. It gave the 200 or more sophomores various responsibilities and made it possible for many to appear before organizations and make talks. From this entertainment has come an incentive for many pupils to become interested in hobbies.

### Pal-A-Times—

#### A School Newspaper

J. E. CLETTENBERG, Supt. of Schools,  
Palatine, Illinois

Toward the middle of the school year 1938-39 the faculty of the Palatine Elementary School gathered at one of its regular teachers' meetings, and discussed at considerable length the educational opportunities which the children of the school would gain from publishing their own school newspaper. Every teacher felt that each student in the school should have, at some time anyway, a share in the production of his school's paper, for each pupil, irrespective of his social attributes or educational status, ought to be led to appreciate his ability to contribute something to group endeavor.

The faculty was not interested in having the English teacher act as sole sponsor for the newspaper, for that would have given it a bent which probably would not have emphasized the development of all the students, each in terms of his own capacities and needs. It was considered pedagogically wiser to have each of the four upper grades share in the production of different issues of the paper, thereby spreading the experience of produc-

tion to more than one class or group and to more than one sponsor during the year. Every member of the class publishing an issue of *Pal-A-Times* was to have some job in connection with the work; thus individual differences could be provided for, while at the same time group control and co-operation could be maintained.

Now each class selects its own editor, assistant editor, chief of reporters, reporters, sports editor, news editor, and joke editor. Copy readers are usually the teacher and one or two pupils. Sometimes a room has a photographer, club editor, or an art editor. Many pupils serve under the circulation editor, whose job calls for delivering the correct number of papers to the various classrooms just before noon so that pupils can take the paper home; distribution is accomplished as the pupils leave the building. There is no business manager elected by any class; instead, the school paper is financed by means of the school's rental fund, which all students support.

During regular school time, in fact during their weekly class government periods, the upper grades hold regular newspaper staff meetings. At this same time reporters from lower grades, themselves elected to office by their respective rooms, report to the chief of reporters, who acts under the chief editor. All the students in the school are encouraged to give written items to their room reporters, for it is planned to have every pupil in the school contribute something to his school paper before graduation. Each published contribution bears its author's name. Drop-boxes

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are soon to be placed at convenient places within the school so that students can leave their contributions in them at any time.

As our newspaper this year will be issued about twice a month—and we have found it profitable to purchase a new automatic mimeograph machine, now that we have a school paper—each of the four upper grade teachers will be directly responsible for about four different issues of *Pal-A-Times*, allowing four different groups in grades 5, 6, 7, and 8 the advantage of working co-operatively on distinct phases of publication. We think this a more educative and democratic process than the traditional practice of having the teacher of English, with her strong subject matter interest, dominate the school publication along with a select group of gifted children.

While our faculty is obligated to keep in mind the values which sound newspaper activity must promote, certain standards have been set up by means of which efforts can be judged. These, in addition to other useful information related to school newspaper publishing, have been set forth in one of our bulletins. They are:

1. The publication of an elementary school newspaper should provide worthy social experiences for every member of the class producing it.
2. The best results of newspaper activity are achieved when the sponsor helps the class to organize itself into a newspaper staff which gathers and organizes materials for the paper.
3. The paper being for the educational development of students, teachers should allow practically little of its contents to be their own.
4. The pupil staff should be organized to care for every child's individual differences, whether social or intellectual.
5. The content of the school publication should represent an integration of all the school's activities just as the school and the community are likewise integrated by the paper.
6. The selection of a central theme for each issue of the newspaper is valuable in that it gives the paper a definite community influence.
7. Each contributor's name should appear with his article.
8. The newspaper should be attractive, neat and legible, for pupil education as well as home consumption.
9. The life of the school can be interpreted in the newspaper through articles, art illustrations, original poetry and stories, travel tales, and general descriptions of practices. In order to maintain the original aims of the school newspaper on an effective and vigorous plane, the faculty of the Palatine Ele-

mentary School expect to re-consider and re-evaluate the educative functions of the school's newspaper from the point of view of all the boys and girls in the school.

### The Physical Education Clinic or Conference

GEORGE J. ALTMANN, Professor of Physical Education, Kent State University, Kent, O.

In medicine, a clinic consists of a lecture or discussion at the bedside or in the presence of the patient or patients. A Physical Education Clinic should, therefore, properly be a lecture or discussion in the presence of those who are having difficulty in physical activities as well as the presentation of materials and methods for use in the field. The ordinary physical education athletic clinic or conference is usually conducted in the presence of administrators, teachers, and coaches, who



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come to discuss their problems, to receive instructions or suggestions, and to witness demonstrations or to participate in physical activities.

These conferences are usually conducted by physical education departments of colleges or universities, the teachers and coaches of the department in charge being assisted by students who help demonstrate various activities. Teachers of nearby schools are also invited, with their pupils, to give the benefits of their experience and to demonstrate physical activities of interest.

The chief purpose of the clinic or conference is to provide in-service training—in other words, to assist teachers and coaches in organizing, administering, and teaching their physical activity programs.

Conferences of this kind have been held at Kent State University annually since 1930. Last year, with the approval and support of the Ohio Physical and Health Education Association, six Ohio colleges held conferences and plan to make them annual events. Other colleges also intend to have conferences in the future.

The time of year which we have found most satisfactory for such a conference or clinic is between the football and the basketball seasons—that is, about December 1st. At this time of year the weather is still favorable, the demands on coaches are lighter, and teachers and coaches are in a favorable mood for such a meeting. We have found Saturday, late morning or early afternoon, a suitable time. It is possible that the interval between the basketball and baseball seasons in the latter part of March would be found satisfactory.

In the program below will be found formal talks or addresses, formal and informal discussions, demonstrations, and activities in which the delegates actually participated, individual conferences with members of the faculty, and exhibits of physical education and athletic books and aids. Of these, the demonstrations, discussions, and individual conferences have been found less satisfactory. Mimeographed sheets covering each number of the program are greatly appreciated by the delegates who take them back to their schools as practical aids in their work. It will be noted that the conference is arranged with a joint meeting for both men and women and, also, separate meetings for women and for men. The latter is usually on athletic problems.

The success which has marked these programs at Kent State University, conducted according to the suggestions above, impels the writer to recommend them to departments in other schools.

## KENT STATE UNIVERSITY

December 3, 1938

### HEALTH AND PHYSICAL EDUCATION CONFERENCE

*In Conjunction with the Clinic of the North-western District of Ohio Physical and Health Education Association*

Willis Gymnasium—10 o'Clock

Chairman ..... Dr. A. O. DeWeese

1. Program by Akron Health and Physical Education Club.

Chairman: Miss Dorothy Ewing

Demonstration of Body Building and Corrective Work in Physical Education in the Akron Schools (Akron school pupils assisting in the demonstration)

a. General Elementary Physical Education Work—Miss Wilhelmina Lang, Instructor, Fairlawn School

b. Physically Handicapped Children from Goodrich School—Mr. Robert Mott, Instructor, Goodrich School

c. Posture—Miss Ethel Moore, Instructor, North High School

d. Body Building—Mr. Moulton Omeroid, Instructor, Garfield High School

2. Program by Cleveland Public Schools

Chairman: Mr. Philip L. Riley, Supervisor of Health Education

a. Health Education Program for the Public Schools

b. Display of Teaching Material in Health and Physical Education

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Wrestling Room—10 o'Clock  
Chairman ..... Mr. J. W. Begala  
Wrestling Coach, Kent State University  
Demonstration and Rules Interpretation of  
Wrestling

Room 109, Merrill Hall—1 o'Clock  
Theme: Visual Education  
1. Sound picture on syphilis, "For All Our  
Sakes"  
2. Other demonstrations of teaching units in  
Health and Physical Education in visual  
education

Willis Gymnasium—2 o'Clock  
Program by the Health and Physical Educa-  
tion Faculty of Kent State University  
Chairman ..... Prof. George Altmann  
1. A Planned Program of Physical Education  
and Athletics—Prof. Arthur C. Poe  
2. Demonstration of a Typical Modern Gym-  
nastic Class of Elementary Boys and Girls  
—Mrs. Marie H. Apple and Miss Marjorie  
Kelly  
3. A Typical Indoor Period for High School  
Boys—Mr. Raymond Novotny  
4. A Typical Indoor Period for High School  
Girls—Prof. Bertha Whitton  
5. Demonstration and Rules Interpretation of  
Girls' Basketball—Prof. Virginia Peaseley  
6. Demonstration and Rules Interpretation of  
Boys' Basketball—Coach George D. Starn

### The Case for Government Ownership of the Railroads

(Continued from page 64)

the two affirmative speeches no attempt has been made at producing complete briefs upon the subject. These outlines contain the more important points that must be established before the affirmative can establish their contentions in this debate. These points may be completely rearranged by the debaters, but most of these points will have to be established if the debater wishes to give a well-rounded argument in favor of government ownership and operation of the railroads.

#### OUTLINE OF FIRST SPEECH

##### I. Introduction.

A. Open the speech with a short description of conditions as they are among American railroads today.

B. Give a short, but complete definition of the terms of the question as the affirmative intends to interpret them in this debate.

C. State the main affirmative issues:

1. Conditions are so critical in the railroad industry that there is a need for a change in the system of ownership and operation.

2. The most logical change to be made is to government ownership and operation of the railroads.

3. Government ownership and operation of the railroads would be beneficial to the general public.

II. The financial condition of American railroads is now so critical that there is a need for a change in the system of ownership and operation.

A. The rate of return upon railroad investments has been very low or non-existent during recent years.

B. The total volume of both freight and passenger traffic has declined sharply during recent years.

C. At the present time one-third of our rail-way mileage is now in the hands of receivers.

D. Competition at the hands of busses and trucks is taking away a great deal of the traffic of the railroads.

#### OUTLINE OF SECOND SPEECH

I. The only logical remedy left to strengthen the railroads is to inaugurate a system of government ownership and operation.

A. The great importance of having an efficient system of railroad transportation to our national welfare demands that we adopt a system of government ownership and operation.

B. Government ownership and operation will give an adequate transportation service in the event of war.

C. The only possible solution, other than the existing bankrupt plan, is government ownership and operation.

II. Government ownership and operation of the railroads would benefit the public.

A. Through greatly reduced rates.

B. More efficient operations would result.

C. Greatly strengthen our national defense.

#### EFFECTIVE STRATEGY WHILE IN THE DEBATE

You may be able to have your opponents waste much of their time by: (1) demanding needless explanations of the terms of the question; (2) making the negative defend minor points; (3) demanding a detailed plan of the negative which will explain just how they propose to solve the railroad problem if they turn down government ownership and operation.

#### DEMANDING A DETAILED PLAN

The affirmative has a perfect right to demand a detailed plan from the negative in the event that the negative team proposes any changes from the existing system. In the event that the negative debaters refuse to give their plan in full, the affirmative has a perfect right to accuse them of being afraid to present their plan.

(Harold E. Gibson's "The Case Against Ownership of the Railroads" will appear in the November number of School Activities. His rebuttal arguments will appear in the December and January numbers.)

# Stunts and Program Material

MARY M. BAIR, *Department Editor*

## 'Short Shorts'

Give the current events program a new turn. Write any number of questions which can be answered by narrative, pantomime, or three minute skit, but make these questions such that the answer will be some current event. Have the questions read from the platform and volunteers for answers "spotted" here and there in the assembly hall.

Relate in living pictures, play, or story the numerous changes which have transpired in military leadership since the time of Miles Standish, our first military leader.

Make the "Riley Day" different by telling something of his lesser known poems. Have a girl of suitable type, and wearing appropriate costume, take her place in a dim light upstage as a young man reads "Judith." A contrasting number could be the reading of "How it Happened." Other poems appropriate for this different type of Riley Day could be: "Home at Night," "A Discouraging Model," and "Farmer Whipple-Bachelor."

Have you written to the National Fire Protection Association, 40 Central Street, Boston, Massachusetts, for their Fire Prevention Handbook? This booklet contains numerous helpful suggestions for guidance in planning observance of Fire Prevention Day.

In place of the usual Columbus Day celebration, arrange a skit in which the "Shade" of Columbus comes to the United States and discovers the talented scientists, artists, and writers who came here from Germany. Have Columbus talk with these people, the conversation bringing out certain of their achievements. Also their reasons as to preference for this country.

Arrange a dialogue between Jenny Lind, the Swedish singer who died in 1887, and Edith Cavell, the Red Cross nurse, who was executed during the World War. Such a dialogue has wide possibility for "peace talk."

## American Education Week

Since in the general theme, "Education for the American Way of Life," the daily topic for Sunday, November 5th, is: "The Place of Religion in Our Democracy," make a program to represent those nondenominational organizations which are founded on "the better life."

There are numerous ways in which such a program could be made up. Some groups may wish to stress one organization more than another, some may prefer to show several. Any organization which finds a place on the

program may be in costume and give a demonstration of its work. Here are a few suggestions:

The Junior Red Cross, definition and aim, some typical projects. Girl Reserve and Hi-Y Clubs, the movement and its objectives. The National Tuberculosis Association and something of its modern health crusade. The purpose and policy of the Boy Scouts of America and the Girl Scouts. Show or tell of ways in which the scouts can help the school and the community. Tell of the growth and achievements of the Camp Fire Girls and the ranks to be attained by members of this group. A full and interesting program could be given concerning the work of the National Safety Council or the Playground and Recreation Association of America.

## Old Folks at Home

Place a small screen up and down through center of stage, set one side with a few chairs, a couch, table, and radio. Set the other side as a broadcasting studio.

On the home side of the stage have two old people talking proudly as they eagerly await old neighbors who are coming to "listen in" as the "children" of the first couple broadcast from the big city.

The neighbors arrive, as many as the program committee wishes to have appear (the more character types the better). Greetings are exchanged and the clock is watched closely. The dialogue, of course, contains much concerning the "children" in the city, the talents, the trips, the occasion, etc.

The time draws near, the dials are set as the talent appears on opposite side of the stage. Then the program starts.

This program may be the speech of a 4-H member who has just won a grand prize; it may be a lecture, a solo, an orchestra, a short playlet, or any type of radio entertainment but the "asides," the apt remarks made by the visiting neighbors, the pride and animation shown by the "Old Folks at Home" and the quaint remarks they make concerning their talented children.

Any talent available by the school may be adapted to the above mentioned type of stunt.

## Spring Saplings

EDNA McFARLAND, Sutter Creek, California

Three or four husky boys are dressed in fancy, flowing dresses, silk hose, and high-

heeled shoes. They wear make-up and coiffures as nearly resembling those of the current mode as possible. It is also effective if they carry the largest single flowers that can be purchased.

Piano, orchestra, or victrola may be used, and Mendelssohn's "Spring Song" is played while the "dancers" do a little routine. An ordinary "one-two-three-kick" is very funny if the boys will act very earnest about it. They should even count audibly. The routine used will depend upon the amount of space available for the stunt, but very simple formations, with an occasional joining of hands and circling together, prove very funny.

When the applause and laughter begins to slacken, one of the "dancers" stubs his toe and falls limp upon the floor. His companions tug and tug, finally getting his arms across their shoulders, and dragging him from the stage, still keeping up as much of their dancing as possible.

This is really quite amusing, especially if put on by boys who are athletic in type and seriously inclined.

#### An Innovation for a High School Annual (Continued from page 56)

5. In addition to the Alumni Who's Who account of each one that replied, there was a

page for the deceased, maps showing location of the alumni in Kansas and the United States, and other statistical information that was contained in the questionnaire.

#### RESULTS

1. In the past this high school sold from seventy-five to ninety annuals. This year over three hundred were sold.

2. Returns were received from approximately eighty per cent of the alumni. Of this number slightly more than sixty per cent purchased annuals.

All of the work on the annual—except the pictures, cover, and binding—was done in Burns High School. The annual was sold for \$1.00 per copy. The advertisers responded liberally, and a nice profit was made by the senior class.

#### VALUES

1. The alumni were especially enthused about the idea, for it gave them a chance to contact members of their class and other schoolmates by supplying their addresses.

2. The annual contained much valuable information in the way of advice, occupations, etc., for the seniors and other students as well.

3. It contributed to a better school and community relationship.

Democracy, like charity, begins at home.—  
Willard E. Givens.



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# Parties for the Season

EDNA E. VON BERGE,

Department Editor

## Party Prattle

"The hostess is responsible for everything at the table—even the conversation."

Those were the orders for Home Management students to be observed at weekly dinners for guests. One foresighted student hostess averted any possible embarrassing and awkward lulls by jotting down suitable topics to start the conversational ball rolling. If "The Opening of the New Swimming Pool" died out, then the next item on the list (secreted in the lap and available for ready scrutiny), "The President's Reception for Seniors" would carry on.

An easier way for a party hostess or committee to be relieved of conversational responsibility is suggested by this more clever idea. It prevents any one individual from monopolizing the conversation, giving all an equal opportunity to participate—a desired aim in entertaining. Be prepared for the wittiest, most novel, or most brilliant impromptu talk to come from the most unexpected one in the crowd, who under ordinary circumstances would sit quietly and appear dull.

Write topics of current, local, or general interest on small slips of paper which guests in turn draw out from a prettily decorated basket or box. A stop watch or bell times the impromptu talk. General discussion of that topic follows immediately. Invariably guests protest when that stop watch puts an end to the general conversation following the impromptu talk, but that's what makes this conversation game fun.

In a mixed crowd it is more of a lark when a boy blindly selects "Permanents" or a girl, "What Boys Like About Girls." Brief topics allow for greater individuality than when sentence topics are used. "Party clothes" would be more suitable than "Should Girls Wear Long Dresses?"

Suggested topics follow:

Ships	Hair Cuts
Interesting People	Make-up
Bald Heads	Profs
Sports	Heroes
Exams	Cosmetics
School Rules	Red Flannels
Etiquette	Attics
Clothes	Hobbies
	Fishing

## Football Frolic or Pigskin Spree

When the frost is on the punkin and the fodder's in the shock,

And you hear the kyouck and gobble of the struttin' turkey-cock,  
And the summer days are over and vacation is no more,  
And the laddies and the lassies trudgin' school-ward by the score;  
O, it's then's the time a feller is a-feelin' at his best,  
And is rarin' for a football game to put his skill to test.  
He's a practicin' and trainin' for the game that must be won.  
When the frost is on the punkin, football season has begun.

(Apologies to James Whitcomb Riley)

And when that season begins, football spirit is so strong that it carries the student body enthusiastically into any activity connected with it. With this in mind, a Football Frolic or Pigskin Spree is assured of spirited support on the part of the organizing committee or student body.

Decorations? No problem at all! Beg or borrow gymnasium jumping standards for the goal posts. Party them up with crepe paper in school colors. Prop them up at either end of the gymnasium or cafeteria floor and you have an excellent start on the field. Strips of white paper or chalk mark the floor yard lines. Linemen's equipment adds the finishing touch.

Imagine a football field without bleachers! Seats are necessary at a football party, not chairs but a section of bleachers. If you don't have a reserve supply for indoor basketball games, well—you'll just have to knock down and drag in a section of bleachers from the field.

Cake or punch as refreshments are absolutely out. At a Football Frolic guests just naturally expect popcorn, pop, and hot dogs. Give them what they want. Let them race between halves to the refreshment booth, or have yelling attendants circulate through the crowd from time to time dispensing eats from crepe paper decorated trays or baskets.

So much for the setting. The rest falls in easily. A band leads the grand march; cheerleaders turn hand springs and gesticulate wildly in drawing out yells from the crowd; guns spit fire at the end of a quarter, or half, as a warning for intermission or shifting position to the other side of the field; dances are named, instead of numbered—kick-off, huddle, touch-back, first-down, forward pass, and touchdown; a novelty tag dance with a football passed from couple to couple; balloon footballs tied to the girls ankles and

guarded against bursting by passing couples—add these all together and you have a party that sends guests home with, "That's the cleverest, most rollicking school party that was ever staged. There ought to be more like it."

If dancing does not occupy all or the major part of the entertainment, the same theme may be carried out through impromptu or rehearsed stunts, football races, football movies, the singing of popular football songs of other schools or colleges, or radio football broadcast. If such a party doesn't build up an all-round school spirit as well as offering pupils a wow of an entertainment, there's something wrong some place!

### Make Your Own Hallowe'en Mask

EDVINA CAHILL, San Francisco, Calif.

Boo! Hallowe'en's here again!

Why don't you save your pennies this year by making your own mask? Too hard? Why, it's as easy as cutting paper and a great deal

Fig. 1



Fig. 2



Fig. 3



Cut out dark centers



Fig. 4

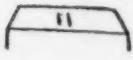


Fig. 6



Fig. 7



Fig. 5

Fig. 7



more fun. Just try this method and everyone on the block will be scared with the mask.

Things one will need:

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1. A paper bag. (Ask the grocer for one that will slip easily over the head.)

2. Scissors.

3. Paint.

4. Things with which to decorate, such as straw for hair, a piece of rope for a mustache, ribbons for bow ties, etc.

How to do it:

1. Slip the bag over the head. If it is too tall, remove it and cut a little away evenly from the bottom.

2. With a pencil mark the two spots for the eyes, the place for the nose, and the same for the mouth. Fig. 1.

3. Remove the bag and cut out the places marked. (If large teeth are preferred, cut a straight line at the mouth and paint in the teeth. Cutting will make it easier to breathe. Fig. 2.

4. Slip the bag back on for a check-up. Is it possible to see through the holes in the bag? If not, cut them larger. Is the other hole sufficiently large for breathing?

5. Paint the mask any desired color. Don't forget to make it look funny by using very

long, thick lashes, beady odd colored eyebrows, freckles, strange eyes, bow tie, earrings, cotton whiskers, and rope for mustache. Fig. 3 and 4.

6. If ears will add to the beauty or grotesqueness of the mask, draw them like Fig. 5. Crease at point A. Paste A-B to the sides of the bag.

7. Either paint the hair, use long strips of serpentine, or substitute straw. It is also possible to cut a thin (one and one-half inch) strip at the top of the head through which to pull the hair-serpentine. Fig. 6.

Masks like these are not found in stores. It won't be necessary to say, "Boo," to scare people.

(Editor's note: The making of these masks utilizes considerable time, as well as providing an abundance of hilarious entertainment. The customary ducking for apples, eating doughnuts tied to a suspended string, and passing cooked macaroni in the dark won't even be missed. Prizes for the best results will probably be expected.)

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## New Helps

- CREATIVE HANDS AND PURPOSEFUL ACTIVITIES, bulletin of the Pennsylvania State Department of Public Instruction, Harrisburg, Penna., 1939. 61 pages.

This booklet gives the new view of industrial arts. In it the reader will find an outline of material for the industrial arts course, illustrations to make clear the ideas presented, and a complete bibliography. It is a good piece of work done by the Pennsylvania State Department of Instruction staff, and State Superintendent Lester K. Ade offers copies of this bulletin to teachers everywhere without cost.

- TEACHING AS A MAN'S JOB, compiled by Edwin A. Lee, Chairman, National Occupation Conference. Published by Phi Delta Kappa, 1939.

This is an eighty-page booklet for the information of young men who might be willing to take up teaching as a profession. It points out the need for men in educational work and describes the various types of positions offered them in the teaching profession. By reading the seven chapters of this little book a young man will gain a basis for intelligent choice of teaching as his life's work.

- THE STORY OF CAPS AND GOWNS, by Helen Walters. Published by E. R. Moore Company, 1939.

This is an interesting and well illustrated publication of more than a dozen large pages. As the name implies, it is a history of the cap and gown and a description of the proper use of that costume at the present time. Young people who look forward to wearing caps and gowns will enjoy this "story" and, when the time comes, will wear the costume with more comfort for having read this book.

- THE DEAN OF BOYS IN HIGH SCHOOL, by Joseph Roemer and Oliver Hoover. Published by the American Book Company, 1939. 94 pages.

Ever attempt to find material on this topic? If so, you were probably disappointed because what little exists is widely scattered through various kinds of professional literature. In order to make such material easily available, Roemer and Hoover investigated this office in 84 high schools located in 28 states. The content is indicated by the six chapter heads: Introduction, The Increase of Deans of Boys, The Status of the Dean of Boys, The Functions of the Dean of Boys, Relationships of

the Dean to Other People, and Summary of Conclusions. A good bibliography is included. This is a helpful book of facts with little interpretation and theory. Although it concerns larger high schools where, naturally, the dean is more frequently found, it contains much that would be profitable to the administrator of the smaller school.

- STAGE EFFECT LIGHTING may be ordered from the Best Sales Service Company.

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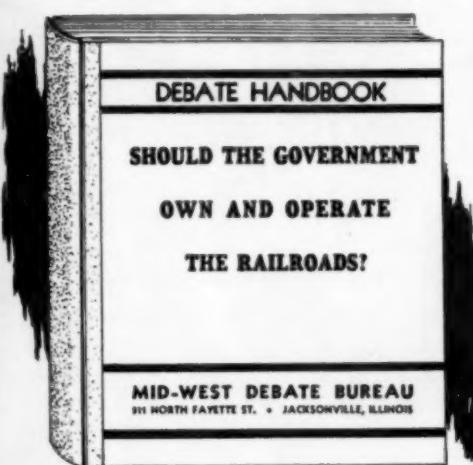
"Democracy attempts to release for fullest expression, consistent with the rights of others, the latent abilities and aspirations of all the people, in the confident belief that the interests of each can be adjusted to redound to the greatest advantage of all."—George F. Zook.



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## Comedy Cues

There was a little boy in kindergarten whose coat was so difficult to fasten that the teacher went to his assistance. As she tugged at the hook, she said, "Did your mother hook this coat for you?"

"No," was the astounding reply, "she bought it."—*Commerce Gusher*.

"I understand your daughter is a finished soprano."

"No, not yet, but the neighbors almost got her last night."—*Capper's Weekly*.

### A LAZY POET TO HIS LOVE

You are a wonderful, marvelous gal,  
Ditto, et cetera and so forth, et al.

—*The Texas Outlook*.

### SHE'LL BE COMIN' ROUND THE MOUNTAIN

Ep: "How's Lulabelle gittin' along with school, Ez?"

Ez: "Not so good, Ep. They're larnin' her to spell taters with a 'p'."—*Michigan Educational Journal*.

A small boy walked into a music shop and said:

"I want to buy a flea string for my ukulele."

When the proprietor suggested he meant a "D" string, the boy replied:

"No, I don't. When my teacher tunes my ukulele, he sings 'my-dog-has-fleas' and it's the flea string that broke."—*Educational Music Magazine*.

### COMPANIONS IN CRIME

Policeman: "Judge, this man is arrested for gambling and being drunk."

Drunk: "Your Honor, 'Man's inhumanity to man makes countless thousands mourn.' I'm not as debased as Swift, as profligate as Byron, as dissipated as Poe, or as debauched as—."

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Judge: "That will do. Thirty days; and, officer, take a list of those names and bring them in. They're as bad as he is."—*Balance Sheet*.

Father: "A traitor is a man who leaves our party and goes over to the other side."

Boy: "Well, what's a man who leaves his party and comes over to your side?"

Father: "A convert, my boy."

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